

TITLE I SCHOOL IMPROVEMENT GRANT
Grant Award Period: March 1, 2012--September 30, 2015
Grant Application Due Date: MARCH 8, 2012
Revised April 12, 2012

LEA COVER SHEET

NAME OF SCHOOL DISTRICT: ACHIEVEMENT SCHOOL DISTRICT

ADDRESS: 710 JAMES ROBERTSON PARKWAY, AJT, 5TH FLOOR

CITY, STATE AND ZIP CODE: NASHVILLE, TN 37423

AREA CODE/TELEPHONE NUMBER: 615-253-4716

FAX NUMBER: 615-253-4117

DISTRICT GRANT CONTACT PERSON: GWENDOLYN L. WATSON

POSITION/TITLE: CHIEF, POLICY & COMPLIANCE

ADDRESS: 710 JAMES ROBERTSON PARKWAY, AJT, 5TH FLOOR

CITY, STATE AND ZIP CODE: NASHVILLE, TN 37423

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DATE SUBMITTED: APRIL 12, 2012

PART II: LEA APPLICATION
Title I School Improvement Funds
School Improvement Grant Application for 1003 (g)
(Coordinated with RTTT and 1003(a) Funds)
Grant Application Period: March 1, 2012 – September 30, 2015

A. Assurances: An LEA must include the following assurances in its application for a School Improvement Grant. *(Items 1-4 are federal SIG requirements; items 5-11, TDE lists other federal and state requirements.)*

The LEA must assure that it will—

- 1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- 2) Establish annual goals for student achievement on the TDE's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TDE) to hold accountable its Tier III schools that receive school improvement funds;
- 3) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- 4) Report to the TDE the school-level data required under section III of the final requirements;
- 5) Modify its practices and policies as necessary to enable its schools to implement the interventions fully and effectively;
- 6) Meet the requirement that School Improvement Funds will be used only to supplement and not supplant; federal, state, and local funds a school or school district would otherwise receive;
- 7) Agree to the lower-tier certification covering lobbying and debarment/suspension under 34 CFR Parts 82 and 85;
- 8) Participate in evaluation studies conducted by the U.S. Department of Education, the Tennessee Department of Education, and the local school district;
- 9) Complete and submit an end of the year written report to the Tennessee Department of Education documenting the use of these funds and the impact it has on school improvement.
- 10) The State may retain Section 1003 (a) school improvement funds for direct technical assistance to eligible schools and districts for its statewide system of support as allowed in Section 1003 (b) (2);
- 11) ARRA funds (Title I-A)
 - A. Comply with all applicable laws and regulations including any directives or requirements from the Tennessee Recovery Act Management (TRAM) Office;
 - B. Submit reporting requirements as specified by federal and state laws, regulations and/or policies;
 - C. Track all ARRA funds and expenditures in separate budget accounts and categories as required.
 - D. Submit reports requested by the State.

Print Name of Director of Schools (or designee): Mr. Chris Barbic	Signature of Director of Schools (or designee):	Date 3/8/2012
Print Name of Board Chair: Not Applicable	Signature of Board Chair	Date

Signatures of the ESEA Field Service Consultant and the local Title I director indicate the proposed plan verifies that the application addresses the designated purposes for the use of these School Improvement funds.

The School Improvement funds are appropriately allocated. The proposal is in substantially approvable form. The application will be forwarded to the Office of Federal Programs in Nashville for final approval.

Name of School District: Achievement School District		
Title I Director's Name: Gwendolyn L. Watson	Title I Director's Signature:	Date 3/8/2012
ESEA Field Service Consultant's Name: James Francis	ESEA Field Service Consultant's Signature:	Date 3/8/2012

ARRA Fraud Notice

Recipients of awarded funds made available under the Recovery Act shall promptly refer to an appropriate inspector general any credible evidence that a principal, employee, agent, contractor, sub-grantee, subcontractor, or other person has submitted a false claim under the False Claims Act or has committed a criminal or civil violation of laws pertaining to fraud, conflict of interest, bribery, gratuity, or similar misconduct involving those funds.

LEA Waiver

The LEA must check the following waiver if it will be implemented. If the LEA does not intend to implement the waiver with respect to each applicable school, *the LEA must indicate for which schools it will implement the waiver.*

- ☐ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

NA-All Achievement School District Schools exceed the 40 percent Poverty level.

(School(s))

II. Schools to be Served

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

Using the 2010-2011 Tennessee Tier Status List (Appendix A), an LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve with SIG funds beginning SY 2012-2013 and identify the model that the LEA will use in each Tier I and Tier II school.

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation
Corning Elementary School	Former MCS #01037 ASD-TBA	X-Priority						X
School Frayser Elementary	Former MCS #01063 TBA-ASD	X-Priority						X
School Westside Middle	Former #02135 TBA-ASD	X-Priority						X
Lester Elementary	TBA-ASD Former #01958	X-Priority				X		
Gestalt\Humes	TBA-ASD Former #01087	X-Priority				X		
Brick Church	TBA-	X-				X		

Middle	ASD Former #01400	Priority						
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Note: An LEA with nine or more Tier I and Tier II schools, including both schools that are being served with FY 2009 SIG funds and schools that are eligible to receive FY 2010 SIG funds, may not implement the transformation model in more than 50 percent of those schools. See section II.A.2 (b) of the final requirements.

B. TIER I OR III SCHOOLS ELIGIBLE TO BE IN THE STATE ACHIEVEMENT SCHOOL DISTRICT (ASD):

An LEA must identify Tier I or III schools eligible to be in the ASD.

SCHOOL NAME	NCES ID #	TIER I	TIER III
Not Applicable-ASD will be comprised of only six (6) schools, all of which will be served under the ASD Portfolio. Three (3) will be Charter Authorized and three (3) will be managed directly by the Achievement School District.			

C. TIER III SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the Tier III schools it will serve with a School Improvement Grant.

An LEA must identify Tier III schools the LEA commits to serve and identify the model that the LEA will use in Tier III schools that are renewal schools, schools in corrective action or restructuring one by Tennessee's definition.

SCHOOL NAME	NCES ID #	Tier III, SCHOOLS INTERVENTION				
		Turnaround	Transformation	Restart	Closure	No Model/ Comprehensive School Improvement

							strategies
	<p>Not Applicable-ASD will be comprised of only six (6) schools, all of which will be served under the ASD Portfolio.</p> <p>Three (3) will be Charter Authorized and three (3) will be managed directly by the Achievement School District.</p>						

D. SCHOOLS THAT THE LEA WILL NOT SERVE:

An LEA must identify each Tier I school the LEA will **not** serve.

TIER I SCHOOL THE LEA WILL NOT SERVE NAME	NCES ID #
Not Applicable	
<p>Not Applicable-ASD will be comprised of only six (6) schools, all of which will be served under the ASD Portfolio.</p> <p>Three (3) will be Charter Authorized and three (3) will be managed directly by the Achievement School District.</p>	

(1) For each Tier I and Tier II school that the LEA commits to serve, the LEA must demonstrate that—

- The LEA has analyzed the needs of each school and selected an intervention for each school; and
Tennessee has included the information in the appropriate model templates.
- The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.

(2) If the LEA is not applying to serve each Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school.

(3) The LEA must describe actions it has taken, or will take, to—

- Design and implement interventions consistent with the final requirements;
Tennessee has included the information in the appropriate model templates.
- Recruit, screen, and select external providers, if applicable, to ensure their quality;
- Align other resources with the interventions;
- Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and
- Sustain the reforms after the funding period ends.

(4) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application.

Tennessee has included the information in the appropriate model templates.

(5) The LEA must describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds.

Tennessee has included the information in the appropriate model templates.

(6) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.

Tennessee has included the information in the appropriate model templates.

(7) The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.

Tennessee has included the information in the appropriate model templates.

(8) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools.

Tennessee has included the information in the appropriate model templates.

III. LEA Descriptive Information

A. Comprehensive Needs Assessment

The LEA must demonstrate that it has analyzed the needs of each school in order to select the appropriate intervention model that adequately addresses the needs of the school.

Context: The Tennessee Achievement School District (ASD) is a newly created Local Education Agency (LEA) established through Race to the Top and codified in TCA: 49-1-614, to remove persistently low achieving schools from their current LEA and place them in the Achievement School District. Schools may be placed in the ASD for a period of not less than five years to facilitate the needed turnaround for such schools to significantly improve performance. Subsequent charter legislation approved the ASD as a statewide authorizer for charter management organizations (CMOs) to serve schools/students in Priority Schools. With the recent approval of the ESEA Waiver for Tennessee, eighty-five (85) schools in Tennessee have been identified as Priority Schools and eligible to be placed in the Achievement School District. Sixty-nine (69) of the eighty-five (85) Priority schools are located in the Memphis City School System, therefore, the ASD will concentrate its direct management efforts in Memphis by removing five (5) Priority schools from the Memphis City School System and placing them in the Achievement School District. Two (2) of the ASD schools are assigned to ASD authorized charter management organizations to operate and three (3) will be managed directly through the ASD in Memphis. Nashville, Tennessee has nine (9) priority schools, one (1) of which will join the ASD in 2012-2013 under the management of a charter operator. Consequently, the Achievement School District will commence official operation of schools as an LEA in the 2012-2013 school year, with the six (6) schools in Memphis and Nashville, Tennessee.

*The Achievement School District (ASD) conducted a comprehensive review of each of the direct-run Priority Schools, referred to hereafter as **Achievement Schools**. It also required each approved charter school management organization to conduct the required assessment to determine the needs of students to be served beginning with the 2012-2013 school year. The needs assessment information will be used to determine the supports needed in each school, the appropriate turnaround model for each school and the School Improvement Grant request for each school.*

The comprehensive needs assessment included a thorough review of the school's academic and non-academic data available to the ASD prior to the approval of the ESEA Waiver, the identification of the schools and the public announcement of the school. Data for academic review encompassed the data sets as outlined in the school template and as required by the selected intervention model. Reviewed data included Tennessee Comprehensive Assessment Program Data, Tennessee Value-Added Growth Data, school-level formative assessment data, perceptual data and the Tennessee School Improvement Plan (TSIP) for each school. Some of the

school and teacher level data was not available in time to be included in this analysis, however, the varying data sets as analyzed, all support the grave needs that exist in these schools.

ASD TEAM LEADs were assigned to work directly with each of the identified schools after the public announcement on February 27, 2011, two weeks prior to the deadline for the grant, to engage in the process of data analysis necessary to complete the School Comprehensive Needs Analysis, which defined the schools' existing status and current needs. Prior analysis included a review of the current School Improvement Plan and a thorough analysis of Component 4 of the most current TSIP as submitted to their district for the 2011-2012 school year. Data analysis also included a review of additional school level data collaboratively with the school personnel, the ASD TEAM Leads, and Advance Team Members, contracted to support ASD School Start up. Identified needs were aligned with the intervention model requirements to substantiate the selection of the appropriate model. Data findings were consistent across schools.

The four primary needs emanating from the data review and needs assessments were:

- *Reading/Language Arts, all schools are performing considerably below the State proficiency targets with inconsistent value-added growth*
- *Math, all schools are performing considerably below the State proficiency target with inconsistent value-added growth*
- *Culture/Climate, survey data indicate schools where working conditions, opportunities and collaboration is not favorable*
- *Parent and Community Engagement is lacking and does not serve to create partnerships that positively impact student achievement.*

Based on the comprehensive needs assessment of each of its schools, the ASD has determined the following goals:

Annual Goals for Reading/Language Arts on State assessments for "all students."

SY 2012 Students in the "All" category will attain a minimum Proficient/Advance performance rate of 55% in five years, moving the school from the bottom 5% of schools in the state to the top 25% of schools in the state.

Annual Goals for Math on State assessments for "all students."

SY 2012 Students in the "All" category will attain a minimum Proficient/Advance performance rate of 55% in five years, moving the school from the bottom 5% of schools in the state to the top 25% of schools in the state.

Achievement Gap: *The Students with Disabilities Subgroup will demonstrate a minimum of 6% reduction in the achievement gap in grades 3-8 when compared to Students w/o Disabilities annually.*

Complete the Comprehensive Needs Assessment portion of the appropriate model template for each Tier I and Tier II, and Tier III school the LEA commits to serve.

The ASD has selected the appropriate model and completed the appropriate model template for each of the six schools. Based on the analysis, the Achievement School District has selected the Transformation Model as the appropriate model. The Transformation Model requires a change in the school leadership and a focus on using data with intensive professional development to strengthen teachers' instructional skills. The needs analysis of each school suggests that there are inconsistent growth patterns which could result from inconsistent instructional practices by school staff, , or a lack of focus on data driven decision relative to using the multiple available data to inform instruction. The Achievement School District believes that the impetus for change and improvement must be made as close to the students as possible; therefore, giving highly effective teachers and principals the earned autonomy necessary to make important decisions will drive school improvement. (Attached)

B. LEA Capacity

The LEA is required to indicate its capacity to serve schools by reviewing the areas listed below. Considering each of the listed areas, describe the LEA's capacity to serve **Tier I**, Tier II, and Tier III schools with school improvement funds.

- 1. LEA support to implementation.** How does the process for support and response to SIG schools differ from the support and response to other schools? (e.g.: principals' direct access on a regular basis to the Superintendent/Director of Schools; central office staff designated to work solely with SIG schools; structure to facilitate a seamless system of support including district SIG staff and areas of curriculum, special populations, student support, human resources, etc.)

The Achievement School District is led by the founder and former Chief Executive Officer (CEO) of YES Prep Charter Public School. An organization based in Houston, TX, which operated charter schools in high poverty areas where one hundred percent of its graduate were accepted into a four year college. These were often first generation college students. This proven leadership has been the catalyst of the strategic development of the ASD.

The Achievement School District will only operate SIG schools and will scale slowly and methodically. By this we mean the ASD has identified a small number of schools six (6) to serve in the initial implementation year and will move to scale gradually by adding a comparable number of schools in subsequent years for the first three (3) years. The ASD has identified six (6) schools statewide which will be transferred from the governance of the Local Education Agency (LEA) to the governance of the Achievement School District beginning with the 2012-2013 school year. The ASD will operate these six (6) schools through a portfolio of options; three (3) schools are authorized to be managed by a successful charter management organization(CMO) identified through a rigorous Request for Proposal (RFP) process; and three (3) will be operated under the direct management of the ASD as Achievement Schools.

To facilitate school and community improvements, the ASD will focus on the cluster feeder patterns of schools, meaning it will operate all of its Achieving Schools within a single neighborhood feeder pattern. The selected cluster has eight (8) of its ten (10) schools in the bottom five (5) percent of schools in the state of Tennessee; thus a youngster could spend their entire PreK-12 educational experience in a school that is in the bottom five (5) percent, which would likely negate any chance of graduating from high school college and career ready. The Achievement School District will be the governing LEA for three (3) of the ten (10) schools beginning with strategically chosen elementary and middle schools; a selection made collaboratively with the former Local Education Agency (LEA). The selected elementary schools serve as the primary feeder to the selected middle school, all of which feeds into the high school that was co-managed by the ASD in the 2011-2012 school year. This means that the ASD has an established presence in the community and has built viable relationships with parents and community stakeholders.

To facilitate immediate and quality support to the Achieving Schools, the ASD will establish a Regional ASD office located in Memphis where the ASD Achieving schools are located. The Regional ASD office will be staffed with a Regional ASD Superintendent (selected from a nationwide search), along with instructional, technology and operations support staff. This will serve to expedite responses and direct services to the school in a real time fashion. The regional ASD office will be supported by a staff of back office personnel, (central office) call the ASD Support Team. The ASD Support Team will be based in Nashville as a sub-unit of the Tennessee Department of Education. This team is comprised of high performing professionals from across the state and country with multiple experiences both in and out of public education. . The Achievement School District is unique based on the strategic make up of this support team (central office) which creates a complimentary collaboration of successful business practices and education practices. The goal is to build a structure which will glean and blend the best practices from successful CMOs and traditional public schools to improve educational outcomes for students. The Support Team will participate in the University of Virginia Turnaround Leadership Program, with a focus on how to infuse the best change and turnaround strategies into organizational decision-making processes to support its' schools.

Further, the Achievement School District believes the highest probability for change will occur at the school level with appropriate decision-making by the school leaders and practitioners. Therefore, the role of the ASD Support Team is to ensure that each school is led by the most effective leader possible when provided the right level of autonomy with guidance and support s held accountable for meeting rigorous achievement standards. To increase the likelihood of selecting the most effective 'turnaround leader', the ASD will engage the in the Behavioral Event Interview process with a final pool of vetted candidates. A behavioral interview is a structured interview that is used to collect information about past behavior. Because past performance is a predictor of future behavior, a behavioral interview attempts to uncover past performance by asking open-ended questions. Each question helps the interviewer learn about past performance in a key skill area that is critical to success in the position for which one is interviewing. The ASD

staff will further engage in the observation of these candidates in action in their current assignment prior to making an offer for ASD Turnaround School Leaders. The Achievement School District believes that high quality teaching and more of it will be the key to improving educational outcomes for students. To impact high quality teaching, a key difference and unique approach being implemented by the ASD will be a partnership with The TeachPlus-T3 Initiative. This initiative is designed to identify a minimum of twenty-five percent of each school staff as Teacher Leaders. This cadre of teacher leaders will participate in an intensive summer training session designed to strengthen their skills in the use of data, analyzing student work, creating instructional strategies and coaching. A T3 coach will work with the teacher leaders throughout the year as they work with the remainder of the school staff to improve overall instructional practices of the staff.

*ASD school leaders and teachers will have direct access to the Memphis Regional and ASD Superintendents respectively and the ASD Support Staff. . Further, ASD is partnering with the Corporation for National and Community Services to provide AmeriCorps*VISTA Volunteers for each school and will support schools-community partnerships to address the ABCs of School improvement, Attendance, Behavior, Course Completion and College Access. The Regional Superintendent will provide structure and support for ASD Achieving schools relative to structured learning opportunities within each school and across all three (3) Achievement Schools. ASD will provide a single Point of Contact (POC) in the Regional office to support the implementation of the SIG. Additionally, the ASD will provide oversight and support for all other federal grants. Additionally, the Achievement School District will utilize technology to engage with schools, the ASD Regional Office, the Support Team and ASD Charter authorized schools to support the facilitation of SIG implementation, school management, school operations and tracking student success through a dashboard which will provide early warning data on each student. Although the process described above is pertinent to the ASD Achieving Schools, ASD Charter authorized schools are under the direct auspices of the approved CMOs and will be held to the same rigorous standards. ASD will manage the SIG for the authorized Charter Schools and Lead Partner schools via the Charter contract each organization will have with the ASD under the directions of the ASD Chief Portfolio Manager and Charter School Director.*

- 2. Commitment to support from relevant stakeholders.** What methods did the LEA use to consult with relevant stakeholders including administrators, teachers, staff, parents, teachers' organization, school board and community on the LEA's application and selection of intervention models in its Tier I, Tier II, and/or Tier III schools? List the stakeholders involved in the application process, consultation dates, and types of communication.

The Achievement School District worked to inform all relevant stakeholders of the status of the schools and the opportunities provided by the Achievement School District via a formal press conference, faculty and staff meetings, parent letters, site office hours and automated phone calls designed to inform and engage stakeholder (see attached Press Packet). Three critical questions

were posed to each parent group during each parent meeting. Parents were invited to engage in dialogue regarding what the school should keep doing, stop doing, and start doing. This information supports the strategies outlined in the School improvement Grant. Further needs were identified from past parent survey data from the most recent School Improvement Plan which included previous feedback for parents and stakeholders. Because the Achievement School District will operate with charter-like authority, teachers will not participate in teacher union. However, the Achievement School District will work to create working conditions that support teacher growth and development and is designed to compensate them in a fair and equitable manner.

- 3. LEA SIG leadership.** Describe the LEA School Improvement Grant team that will support and oversee the implementation of selected models and strategies in each of its Tier I, Tier II, and/or Tier III schools. Include descriptions of credentials, competencies, and responsibilities of any new or existing district staff who will serve SIG schools. One member must be team must be the district's Director of Federal Programs.

School Improvement Grant development, implementation and oversight will include a myriad of supports which stems from a single point of contact located in the Regional Office. This position will serve the role of Regional ASD Federal Program Director and require a minimum of a Bachelor's degree. Educational, management and or accounting experience is preferred. Experience with Title and federal program is desired. Their role will be designed primarily to provide support for Achieving schools by providing a rapid response to ensure continuity in service to students. Efficiency in the management, reporting and compliance will be expected. Articulation of the federal guidelines, providing training and guidance to schools in the form of professional development and program evaluation are required. Consequently, effective and efficient mastery of written and oral communication is needed. The Regional staff will be supported by the Chief Officer for Legislation, Policy and Compliance from the ASD Support Team, who has an extensive history of teaching and school leadership experience in K-12 Education, primarily in high poverty Title I Schools. She has also served as a Title I Parent Engagement Specialist, chaired the LEA-District Title I Advisory Committee and serves on the State Title I Practitioner Advisory Council. This position will interface with the Chief Portfolio Officer who manages the charter school contracts and had extensive experience managing School Improvement, Accountability and SIG efforts in the Washington D. C. Public School System.

*School level support teams include ASD LEAD consultants, Data Coaches, AmeriCorps*VISTA Volunteers, and the TeachPlus-T-3 Coach. All of these groups will work as a unit to support the work on the ground at each school to execute on the School Improvement Grant student achievement goals. Lastly, the ASD schools will be supported by the School Improvement Grant Coordinator, based in the ASD office to ensure effective and efficient implementation of the SIG program. The ASD as an LEA, while similar to other LEAs in the State, is different in many aspects and will function in a non-traditional role to support its schools' turnaround effort. The ASD will provide earned autonomy and support to schools, while holding them accountable for the success of the students.*

4. LEA Federal Grant Office. What is the LEA's finance office past history in the management of federal grants? Include any audit findings within the past five years. Does the LEA draw down federal funds at least quarterly?

The Achievement School District finance office is managed by an experienced Chief Operating Officer with extensive experience working in high-performing CMOs. . The finance office for the ASD is overseen by a COO with 8+ years of experience in business/operations leadership at two large charter management organizations. This work experience includes successfully developing budgets/applications as well as providing compliance for several federal grants programs (including Title I, IDEA, free/reduced-price meals, etc). The COO also has some experience in reviewing other federal grants through the US Department of Education.

He will be supported by staff with over twenty years of state government experience with increasing responsibility in accounting/budgeting, forecasting, estimating, financial analyses and reports, cash management, and indirect cost. She has served as accountant/fiscal officer in several organizations, private and public. Responsibilities included the development of state and federal budgets, monitoring of expenditures, draw down of federal funds, preparation and submission of federal and state reports, and the performance of revenue and expenditure analyses and reconciliations. She currently utilizes her financial background in the oversight of all budgetary matters regarding the ASD. Working with internal and external colleagues to manage the ARRA funding requirements expands her experience working with federal grants.

Lastly, the ASD is currently expanding its financial office, and will include 1-2 additional positions that will provide planning and reporting support for these programs.

The Achievement School District has not incurred any audit findings and will submit quarterly requests to draw down funds for the operation of its schools.

5. Availability of Human Capital. What is the LEA's strategy for recruitment and selection of effective school leaders, teachers, and staff to work in its lowest performing schools?

One of the constants in excellent schools is a high performing faculty. The Achievement School District holds as a top priority, the recruitment, selection, placement, development, and retention of top performing teachers, teacher leaders, and school leaders for each of its schools. Consequently, the ASD will employ multiple strategies, working with a variety of teacher pipelines to identify, secure, and indoctrinate both novice and veteran, high performing teachers.

The ASD has developed a rigorous selection process which includes multiple stages. All potential candidates, novice and veterans, will submit their application through an online portal. The application process includes writing three essays and participating in the TeacherInsight Gallup Survey. Those meeting the benchmark will be invited to a telephone interview and they will be required to submit a teaching video. Pending the successful completion of all of the required steps, applicants will be invited to participate in a teacher selection day. The selection day includes a panel which reviews each candidate's performance and interaction with other

candidates to resolve issues, complete a case analysis of school improvement data, and provide constructive guidance to colleagues regarding their instructional practices. Completing this process successfully moves them to the final stage of an interview which is a meeting with the school principal. .

Teacher pipelines include Teach For America, institutions of higher education, and current teachers locally and nationwide. The ASD will also partner with Teach Plus through their T3 initiative to recruit and train veteran teachers, with a minimum of three (3) years experience teaching in high poverty schools successfully, to become teacher leaders in these schools. No less than twenty-five (25) percent of the teachers in ASD schools will serve as a T3 Teacher Leader. This creates a critical mass of teachers in each school trained in the use of data, using student work, improving instruction and coaching others to change to support improved student achievement.

6. Process for removal of ineffective principals, teachers, and staff. What is the LEA's process for removal of ineffective principals, teachers, and staff?

The Achievement School District is a district designed to operate with maximum flexibility to ensure students are well educated, and as such will operate with much of the same flexibilities as Charters in many areas. The Achievement School District will not grant tenure to any employee. Additionally, beginning with the 2011 school year, the Tennessee Teacher Evaluation process changed with the Tenure law. The new evaluation requires that student data is used as fifty (50) percent of a teacher's evaluation, thirty-five (35) percent of which must be individual or school value-added data. Teachers receive ratings to identify their levels of effectiveness from 1-5. The ASD will limit the employment of level one and two teachers to not more than five (5) percent of its staff. Level one and two teachers will be provided intensive support for their growth and development through both ASD Regional and State offices and the Department of Education resources. Absent adequate growth and development demonstrated by student achievement, teachers may not be invited to return to the Achievement School in subsequent years.

Plans for Evaluation/Monitoring of the Grant. How will the LEA monitor and evaluate progress toward annual goals for student achievement, SIG leading indicators and implementation of interventions?

The Achievement School District understands that schools under its jurisdiction are identified as "Priority Schools" because they are identified as being in the bottom five (5) per cent of the 1, 687 schools in Tennessee. This is a critical issue as it relates to students being on a path to graduate college and career-ready. In order to attain such a goal, the Achievement School District must accelerate the growth of its students. Thus, the ASD has set rigorous targets that will require these schools to exceed the state targets of 3-5 percentage point annual growth. The Achievement School District has set a target of schools being in the top 25% of schools in the state in five years. Consequently, Achievement Schools may be required to make average or double-

digit gains annually over the next five years. Likewise, the Achievement School District has set a comparable target for growth to address the achievement gap to mirror that of the state, which is six (6) percent annually. Like the state, the achievement gap target will serve to decrease the existing achievement gap by fifty (50) percent in eight (8) years. Given the current demographics in the Achievement Schools, the prevailing achievement gap is between the student with disabilities subgroup and the students without disabilities subgroups. The ASD schools are high minority, high poverty schools, so there are limited number of subgroups.

To ensure students within the Achievement School District schools are making progress toward all prescribed goals, including local, state and federal leading indicators, ASD will benchmark against established goals using formative assessments. Formative assessments indicates balanced assessments indicative of daily, weekly, monthly and quarterly formal and informal assessments. The ASD will establish a data tracking system which includes early warning indicators and processes to enable teachers and schools to properly respond to student needs. School leaders will manage against the data continually reflecting and responding those questions of –what is it we want our students to know, how do we know they are learning it, and what are we doing when they are experiencing difficulties learning it? Teacher learning opportunities will be aligned with the needs of the students in response with these guiding questions.

8. 3 Year Budget—Provide an LEA 3-year budget sufficient for full and effective implementation of SIG grants for all schools in the approved application throughout the availability of the funds. Complete Appendix D, *Budget and Budget Justification Template. Developed from the School level budgets presented.*

C. Lack of Capacity: If the LEA is not applying to serve each **Tier I** school, the LEA must explain why it lacks capacity to serve each Tier I school. This must match the table labeled ‘Schools That the LEA WILL NOT serve in section C. The following areas should be addressed:

- The number of Tier I and Tier II schools (and Tier III schools, if funding available);
- Access/proximity to higher performing schools (Closure Model);
- Recruiting ability for principals, especially for rural areas (Turnaround and Transformation models);
- EMO/CMO availability and capacity (Restart model);
- Ability to align funding from other sources with grant activities and to ensure sustainability of the reform (Turnaround Model, Restart Model, Transformation Model);
- Operational flexibility (Turnaround Model, Transformation Model); teacher evaluation system (Turnaround Model, Transformation Model).

Not Applicable—*ASD will be comprised of only six (6) schools, all of which will be served under the ASD Portfolio. Three (3) will be Charter Authorized and three (3) will be managed directly by the Achievement School District.*

D. Preparation for Implementation of Interventions

1. Design and implement interventions consistent with the final requirements.

Complete the appropriate model template (Appendix E, F, G, H, or I) for each of the Tier I, Tier II, and Tier III schools the LEA will serve with SIG funds. See Model Application

The Achievement School District will implement the following Models for its Schools:

*Corning Elementary-**Transformation Model***

*Frayser Elementary-**Transformation Model***

*Westside Middle- **Transformation Model***

*Humes Middle-Gordon Science/Arts Academy-Gestalt-**Restart Model***

*Lester Elementary-Cornerstone-**Restart Model***

*Brick Church Middle-LEAD Academy-**Restart Model***

2. Recruitment, screening, and selection of external providers, if applicable, to ensure their quality:

a. If external providers are to be funded as collaborative partners, describe how the LEA will recruit, screen and select external providers to ensure quality. The LEA must demonstrate a rigorous recruiting, screening, and selection process that include the following:

- A request for information (RFI) or other process for identification of potential providers.
- A protocol for analysis of the connection between the provider's experience and the district and each school's comprehensive needs assessment.
- A Memorandum of Understanding (MOU) to include a description of the provider's responsibilities and alignment with each school's needs, as well as the LEA and provider's shared accountability for the full and effective implementation of the intervention model and student achievement in the selected school.
- The LEA's process for monitoring and oversight of the provider's services.

The first external partners the Achievement School District will engage with are successful charter operators. The Achievement School District has identified three (3) CMOs as collaborative partners in the management and day to day operations of ASD schools. The selected CMOs were selected through a rigorous process by responding to a Request for Proposal in August 2011. The vetting and selection process was conducted by NASCA, the National Charter School Authorizer, and included an evaluation of their prior effectiveness through CREDO who analyzed their effect size data in previous schools with similar demographics, interviews and site visits. Upon successful completion of the application process as described above, the selected CMOs were recommended as potential operators and approved by the Achievement School District to manage a school beginning with the 2012-2013 schools year. These CMOs will enter into a contract with ASD and their SIG targets and the Leading Indicators will be embedded into their contracts. As monitoring of the contracts occurs, by proxy the SIG grant will be monitored as well. (RFP document attached)

Secondly, the Achievement School District will partner with TeachPlus, T3 Initiative, to recruit, train, develop and support veteran teacher leaders in their respective Achievement Schools. Scouring the nation for effective teacher leadership programs that provide a rigorous selection process, intensive induction and ongoing support, led ASD to Boston to the Teach Plus initiative.

This initiative has been in place for several years in the Boston Public Schools working with turnaround schools and has experienced a high level of success. ASD staff engaged Boston Public School staff in the investigation of this program. They indicated that the program has been more successful in comparison to non participating schools across the district in all but two of its schools and could articulate the reasons for lack of progress in those schools. Boston Public Schools continue to see growth in the schools where the T3 initiative is being implemented. Boston Public Schools is one of the large urban districts making the most gains in closing the achievement gap, which gives them credibility in this arena.

*This initiative aligns with the philosophy of the ASD that teachers are the most powerful entity for change in these schools, but a critical mass of change agents in a school is needed. The uniqueness of the T3 program is that it is not self-selective, but requires a rigorous screening process for participants. It selects teachers with a demonstrated track record in high poverty school, and multiple years of experience with success must be evidenced. The process develops teacher leaders in the use of data, student work, improving instruction and coaching others to change. It engages a cadre of teachers from the school to learn together in an intensive summer institute and provides ongoing support for them as they work to lead their building level colleagues throughout the year by providing an on-site coach to model and mentor them for three years. This process aligns with the need to have a trained high functioning leadership team, who can coach and develop other leaders to build capacity throughout the school. ASD will monitor the performance of the T3 initiative through a Memorandum of Understanding MOU **(WORKING DRAFT submitted)** and will enter a sole source contract with Teach Plus for this initiative. The tenants of the T3 initiative and its practices more closely aligns with ASD theory of action than any other program designed to support school turnaround, known to ASD.*

Describe how the LEA will recruit, screen, and select external providers of professional development to ensure their quality.

ASD will follow the same intensive investigation of programs as outlined above, based on evidence of success in like schools to determine their fit for partnerships. Selection will also incorporate how the program fits into the scheme of the comprehensive approach for school improvement, e.g., consideration will be given to select programs that complement each other and are working as collaborative partners in other places successfully. All decisions will be steeped in evidence of a successful track record or innovation that offers a high likelihood of success.

Additionally, the Department vetted, approved and published a list of Whole School Reform Model and Content Area Professional Development vendors in 2010. This list is posted on the Department's website for LEA use. As necessary and appropriate this shall serve as one of the sources of contacts for selecting Professional Development providers for the ASD Achievement schools and is available for ASD Charter Authorized Schools.

Performance targets will be included in contracts co-developed by the ASD and provider and will be reflected as deliverables. Achievement of the target will be considered in the contract renewal decision making process.

Complete form in Appendix C about external providers, if applicable, and attach to the application.

Please check appropriate box if Appendix is attached. ☒ Yes ☐ No

Alignment of other resources with interventions. What specific actions will the LEA take to allocate additional funds to its Tier I, Tier II and/or Tier III schools to align those funds awarded under the SI Grant? (e.g. State funds, Title I and other federal funds, 1003(a), RTTT). Please note: The LEA may not use SIG funds to supplant funding or services that would be available to its Tier I, Tier II and/or Tier III schools in the absence of SIG funds.

It is important for the ASD to develop a Turnaround Model that can be replicated by others without the undue burden of being overly financed. The Achievement School District will operate from the Basic Education Programs' per pupil funding formula the same as all other LEAs. As an LEA it will utilize all available federal and state dollars to support the education of students in ASD schools. The ASD will be smart about how to structure funds to creatively address student needs. As appropriate and permissible by funding streams, the ASD will reallocate dollars to generate expanded services to meet the needs of students. A careful review of programs and resources will be the responsibility of the Chief Operating Officer and his team to ensure we are taking full advantage of all available resources, creating a portfolio of funding options, inclusive of federal, state, local and private and in-kind resources to the degree possible to support schools. The intent of the ASD is to develop a sustainable turnaround model that is not a financial burden to implement. The ASD will examine applicable funding streams to ensure SIG funds are used in a supplemental capacity only.

1. **Modification of policies and practices.** Describe existing barriers to full and effective implementation of interventions in Tier I, Tier II and Tier III schools. What are anticipated barriers? What practices and/or LEA board policies has or will the LEA modify to overcome barriers to the full and effective implementation of intervention models?

The Achievement School District is currently working with the Legislative Department of the Department of Education to develop a more streamlined approach to employment, procurement, policy development and execution. The aim of the ASD policy agenda is designed to minimize unnecessary bureaucratic elements that impinge on the most effective and efficient operations of schools and to provide the local ASD schools the necessary autonomy, resources, and support while holding them accountable to rigorous performance standards of success. This includes ASD district policies, Standard Operating Procedures and the local school policies.

- a. Provide the name of School Improvement Grant Coordinator or other person who will address policy and procedural barriers throughout the implementation of the grant.

Gwendolyn L. Watson

b. Date of review and status of LEA board policy

The Achievement School District will begin its initial year of managing schools in the 2012-2013 school year. While the ASD will develop Standard Operating Procedures (SOPs) and policies as required by state law, the ASD is not governed as a traditional school system by a local elected school board. The structure of governance for the ASD is more streamlined. The superintendent of the Achievement School District reports directly to the Commissioner of Education; there is no governing board oversight for the Achievement School District. The ASD may submit requests for waivers to the Commissioner of Education for any State Board Rule, but cannot request waivers of State laws.

c. Date of review and status of LEA practices or procedures;

The Achievement School District will develop the required policies and procedures necessary to give guidance to its schools, however, wherever possible and with guidance, the ASD will provide the local Regional office and the local schools as much autonomy and flexibilities as is necessary and reasonable to achieve the goal of high performance and high accountability. The ASD will engage in regular reflective practices to determine the effectiveness of its policies and procedures based on the quality of support to ASD schools, and based on feedback from the local schools, parents, students and stakeholders.

d. Date of review and status of handbooks of schools receiving SIG funds;

Each ASD Achievement School will undergo a transition process during the summer of 2012. Each school will be staffed with an effective school leader who will receive additional training as a turnaround leader. The school leader will lead the review, revision or redevelopment of the school handbook, in keeping with State and ASD policies. Pursuant TCA 49-1-614, the Achievement School District may apply to Commissioner of Education for a waiver of any state board rule that inhibits or hinders the ability of the school to achieve required adequately yearly progress benchmarks as specified in the code. The Achievement School District will always operate from the theory of action that give school leaders the most latitude possible with guidance to make decisions about their respective schools.

5. Sustainability

- a. What additional funding resources will the LEA allocate to its Tier I, Tier II, and/or Tier III schools, including but not limited to federal, state, and local education funds. (e.g., Title I, state and/or other federal grant funding). Please note: The LEA may not use SIG funds to supplant funding or services that would be available to its Tier I, Tier II and/or Tier III schools in the absence of SIG funds.

Achievement School District schools are slated to return to the Local Education Agency control within a five (5) year period. During the five year period, the Achievement School District will

support its schools through the normal revenue streams for Tennessee Schools including per pupil share of all local, State and federal dollars generated by the students attending these schools. As appropriate the ASD will redeploy the traditional use of funds to generate expanded services to meet the needs of students. A careful review of programs and resources will be the responsibility of the Chief Operating Officer and his team to ensure we are taking full advantage of all available resources. The ASD will create a portfolio of funding, inclusive of federal, state, local, private and in-kind resources to the degree possible to support schools.

The goal of the Achievement School District is to create a Turnaround model that will continue to thrive once a school is returned to the Local Education Agency (LEA) absent of undue financial burden. Therefore, it is imperative that the resources of the SIG initiative be used to develop infrastructures that are sustainable through state and local funding sources which are a natural result of the Tennessee School Funding formulas. SIG initiatives will also focus on creating capacity within the people, establishing processes, creating structures and systems that can become institutionalized and sustained irrespective of costly programs and external partners. ASD also recognize that sustainable education improvement is not solely the function of dollars, but may also be a function of supports and other resources such as time and people. To that end, the goal of the ASD will also focus on developing community ownership of school improvement whereby parents and community partners will serve as a system of support and advocacy to continue the successful practices once the school is returned to the LEA.

- b. How will the LEA sustain the reforms in its Tier I, Tier II and/or Tier III schools after the period of SIG funding has expired? Include additional measures that it will take to continue reform after the life of the grant.

The Achievement School District believes the most crucial element of change in schools is great teachers and leaders. The ASD will focus its improvement strategy on increasing the capacity of teachers and school leaders and will invest heavily in the identification, recruitment and support of high performing teachers through processes which makes the ASD a desirable place to work. The ASD will create optimum working conditions and establish rigorous and rapid response systems of support to create a high performing culture of success. The ASD will identify all available resources, creating a portfolio of funding inclusive, of federal, state, local and private and in-kind resources to the degree possible to support schools. The ASD will invest heavily in building capacity in people, addressing the immediate needs of students in order to establish a structure where students are on grade level in three years.

- c. How will the LEA gather and share effective practices from the schools receiving SIG funds with other low-performing schools within the LEA?

The Achievement School District will engage in multiple structures for sharing effective practices, inclusive of but not limited to, interactions in person and through electronic format. School leaders and school teams will evaluate the effectiveness of their academic and non-academic strategies, and use that data to determine continued implementation. Additionally, schools will

share the data and instructional strategies in and among themselves as a school as well as among ASD Achievement Schools. The ASD expects to capture effective practices electronically, archive them, and build a repertoire of professional resources for ASD Schools which is available for use by ASD teachers, leaders and parents. The opportunity for schools to interact professionally by visiting each other's classrooms, engaging in cross-functional planning and collaborations will be available to individual teachers, grades and teams across the ASD schools.

6. Internal Evaluation: An LEA must monitor each Tier I and Tier II school that receives SIG funds to determine whether the school:

1. Is meeting annual goals established by the LEA for student achievement on the State's ESEA assessments in both reading/language arts and mathematics; and
2. Is making progress on the leading indicators described in the final requirements.

The following metrics constitute the leading indicators for the SIG program:

1. Number of minutes within the school year;
2. Student participation rate on State assessments in reading/language arts and in mathematics by student subgroup;
3. Dropout rate;
4. Student attendance rate;
5. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;
6. Discipline incidents;
7. Truants;
8. Distribution of teachers by performance level on an LEA's teacher evaluation system; and
9. Teacher attendance rate.

(See section III.A of the final requirements.)

The determination of whether a school meets the goals for student achievement established by the LEA is in addition to the determination of whether the school makes AYP as required by section 1111(b)(2) of the ESEA. In other words, each LEA receiving SIG funds must monitor the Tier I and Tier II schools it is serving to determine whether they have met the LEA's annual goals for student achievement and must also comply with its obligations for making accountability determinations under section 1111(b)(2) of the ESEA.

The LEA should establish annual goals to cover all three years of implementation of the school implementation model.

Development of Systems for Collection of SIG Data: LEAs and schools funded under the SI grant program will create and use data systems that include formative and summative assessments to provide staff, students and parents, and community/business partners continuous feedback, to identify program processing and practices that are resulting in improved teaching and learning and to identify and make adjustments where needed. Each LEA funded will document the monitoring of each SIG school's implementation progress on a quarterly basis. The Year One evaluation must include pre-implementation activities. A report must be sent to the state annually to include leadership team and milestone meeting notes.

Briefly describe the districts system for collection of SIG data including formative and summative assessments and for the above described leading indicators for the SIG program.

The Achievement School District recognizes that performance of students in the ASD schools must surpass the performance in non-ASD schools due to the existing low performance of the students in these schools; therefore the ASD has established annual performance standards which require schools to be in the top 25% of schools in the State of Tennessee in five years. This means some of the ASD schools will have to make double-digit gains consistently over the next five years depending on their current performance level in both Reading/Language Arts and Math. This will move the ASD schools from the bottom 5% to the top 25% within this period of time. Meeting these requirements will be impacted by meeting the federal metrics that constitute the leading indicators for the SIG program as outlined in the application. By meeting the student achievement goals established by the ASD, the school will meet and exceed the goals established by the state under section 1111(b) (2) of the ESEA.

The ASD will engage in monthly collection of data from its schools. The Data/IT division will develop school-level dashboards that are aligned with TDE dashboards to collect formative and summative data and leading indicators. All ASD schools will administer formative norm-referenced assessments using the Northwest Evaluation Association-Measure of Academic Progress (NWEA-MAP) to gauge how ASD schools are performing relative to each other. Additionally, ASD schools will monitor standards-based formative assessments to benchmark quarterly. ASD schools will also monitor standards-based formative assessments to benchmark progress quarterly. ASD staff will conduct formal Quarterly School Improvement Plan implementation status sessions to monitor progress in these schools. Information will be shared with all stakeholders, inclusive of parents, students, staff, and community/business partners. Feedback will be solicited from stakeholders relative to the appropriate type and levels of change that is needed to attain the established goals.

IV. School Level Descriptive Information

An LEA must submit this section for each individual school. A separate template for each of the four intervention models for Tier I, Tier II, and Tier III schools and a Tier III School Plan of Action template for Tier III schools not implementing one of the four intervention models are included with the application package.

Tier I and Tier II schools must complete only one of the four intervention model templates:

- (1) Turnaround (Appendix E); (2) Restart (Appendix F); ; (3) Closure (Appendix G); or (4) Transformation (Appendix H);

2. Tier III schools must complete only one of the five templates:

- (1) Turnaround (Appendix E); (2) Restart (Appendix F); (3) Closure (Appendix G); or (4) Transformation (Appendix H); or (5) Tier III School Plan of Action (Appendix H).

The Achievement School District serves only those schools identified as “Priority Schools, which are school performing in the bottom 5% of schools in the state and have a Tier I status. The ASD will implement the Transformation Model in each of its three (3) Achievement Schools which are

Corning Elementary, Frayser Elementary and Westside Middle in Memphis, TN. The Restart Model will be implemented in each ASD Charter and Lead Partner Schools. Lester Elementary served by Cornerstone and Humes Middle-renamed Gordon Science/Arts Academy, served by Gestalt are located in Memphis, TN. Brick Church Middle will be served by LEAD Academy and is located in Nashville, TN. The required model template for each ASD school and all required documents are enclosed.

Appendix C
External Providers
(Include those being considered)

Name of External Provider	LEA or school served	School Improvement Expertise/Experience
Cornerstone	Lester Elementary	Authorized by the Achievement School District to operate as a Transition Partner School through an RFP process facilitated by the National Association of Charter School Authorizers (NACSA). Has established strong ties to the community via a long-term collaboration and partnership with the school.
Gestalt	Humes-Gordon Science /Arts Academy	Authorized by the Achievement School District to operate a Charter School through an RFP process facilitated by the National Association of Charter School Authorizers (NACSA). Gestalt is the highest performing Charter School in the State. It currently serves in a high poverty neighborhood in Memphis.
LEAD	Brick Church Middle	Authorized by the Achievement School District to operate a Charter School through an RFP process facilitated by the National Association of Charter School Authorizers (NACSA). LEAD has been successful operating four Charter School in Nashville. It is replicating a phase-in model from another of its Charter Schools in Nashville located in one of the highest need neighborhoods in the city. This model is proving to be successful drawing student back into the neighborhood school because often strong academic and student centered programs.
TeachPlus	ASD Achieving Schools Corning Elementary Frayser Elementary Westside Middle	This initiative has been in place for several years in the Boston Public Schools working with turnaround schools and has experienced a high level of success. ASD staff engaged Boston Public School staff in the investigation of this program. Boston indicated that the program has been more successful in comparison to non participating schools across the district in all but two of its schools and could articulate the reasons for lack of progress in those schools. Boston Public Schools continue to see growth in the schools where the T3 initiative is being implemented. Boston Public Schools is one of the large urban districts making the most gains in closing the achievement gap, which gives them credibility in this arena.

Appendix H-SCHOOL COVER SHEET - Transformation Model

School Name: Corning Elementary School Address: 1662 Dabbs Ave Memphis, TN 38127	District Point of Contact (POC) Name & Position: Dr. Gwendolyn L. Watson Chief Policy and Compliance Officer, Achievement School District Nashville, TN, 37207 Phone#: 615-532-4710 Email Address: Gwendolyn.watson@tn.gov	
School Number: 0120	Number of Students Enrolled (SY 2011-2012): 303	
Grade levels enrolled (SY 2011-12): PK-6		
Year the school entered school improvement status: 2010	Tier Level Tier I-(Priority) Tier II _____ Tier III _____	
Principal's Name SY 2012-13: TBD (Indicate <i>TBD</i> if unknown at this time.) Phone # 901-416-3926 Email Address: TBD	School Improvement Status _____ Good Standing _____ School Improvement 1 ___X___ School Improvement 2 _____ Corrective Action _____ Restructuring 1 _____ Restructuring 2/ Alt. Governance _____ State/LEA Reconstitution	
Title I Status: ___X___ Schoolwide Program _____ Targeted Assistance Program _____ Title I Eligible School	Intervention Model Selected (Tier I or II, III) _____ Turnaround Model OR ___X___ TRANSFORMATION	
Waiver Request(s): _____ Requested for this School X___ Not Requested for this School	Amount the LEA is requesting from SY 2012-13 School Improvement Funds for the next three years for this school*: * Each year--not to exceed \$2 million	
	Pre-Implementation Activities Year 1	\$157,983.50
	Year 1: SY 2012-13 excluding pre-implementation	\$ 847,387.18
	Year 2: SY 2013-14	\$ 871,258.18
	Year 3: SY 2114-15	\$ 871,258.18
	Three Year Total Budget	\$ 2,589,903.54

School Level Descriptive Information

School Comprehensive Needs Analysis:

Using the analysis of the data in the areas below, provide a summary and conclusion for each of the areas as indicated.

Using the needs assessment, each LEA is required to select an intervention for each school.

Name: Corning Elementary			Tier: III	Intervention Model: Transformation
Provide a minimum of two years of data where indicated.			Provide a summary of existing status and current needs.	
1. Student Profile Data	2009-10	2010-11	<p>Based on data from the most recent two year period, enrollment at Corning Elementary School appears to be on the decline, overall and within each grade. This school which serves predominately minority high poverty students is one of eight schools within this feeder pattern which is categorized as a Priority School, meaning it ranks in the bottom 5% of schools in the state of Tennessee relative to student achievement. Additionally, Corning Elementary School is impacted by high mobility rates, noting that over one-fourth of the population changed after the first ten days of school in 2009-2010. Mobility rates in the 2010-2011 ranged from about 24% students entering after the first ten days to about 37% of the population exiting the school after the first ten days in 2010-2011. The school will need to determine the root cause of the mobility and work with external partners to eradicate those issues to the degree possible or develop workarounds that will allow for more family stability and fewer interruptions to student schooling. The school will also need to be prepared to address the needs of all incoming students immediately by determining the appropriate academic instructional needs of students. Further, establishing a school environment and learning culture that will attract students and will support the proper alignment of student needs and instructional staff placement prior to placement of students in classes is critical. This will ensure students are appropriately assigned to class as well as provided intervention and support for immediate success.</p> <p>Discipline as noted by suspension, declined considerably from the 2009-2010 school year from about 20% to around 13%. Expulsions, however, increased. This is concerning for a school of</p>	
Total student enrollment	428	329		
Grade level enrollment	PK-17	PK-16		
	K-76	K-43		
	1-69	1-51		
	2-68	2-50		
	3-69	3-56		
	4-49	4-49		
	5-39	5-42		
	6-41	6-22		
Number of students in each subgroup (List applicable subgroups below)	W-5 H-44 B-379 A-NA ED-421 LEP-40 SWD-50	W-6 H-24 B-299 A-NA ED-326 LEP-20 SWD-41		
Mobility % - Entrants, Withdrawals (AFTER Day 10)	E-112 W-104	E-79 W-121		
Attendance %	93.0	92.1		
Suspensions	87	44		
Expulsions	4	10		
Dual enrollment and/or Advance	NA	NA		

Placement enrollment			this size as well as for an elementary school and must be addressed if academic achievement is
Graduation Rate	NA	NA	to improve. The discipline may also be an indication of a need to address the culture of the school To continue addressing the discipline problems it will be necessary to thoroughly analyze the school discipline data to determine the root causes of office referrals and suspensions. Thorough analysis of the data will allow the school to determine the issue is student or adult based, what trends emerge relative to teacher referral practices, the time and day students are being referred, which students appear to be referred most, what infractions are most often referred, etc. This will allow for the proper response and interventions to be developed and aligned. Additionally, it will be important to develop mechanisms to address student and adult needs and further reduce the number of students out of school on suspensions or out of the classroom learning environment.
2. Staff Profile Data	Provide a summary of existing status and current needs.		
Principal Length of time in position	Six (6) Years		
Teaching Staff Number and % of experience in profession 1. 6-10 years-26% 2. 11-15 years-53.3% 3. 16-20 years-0 4. 21+ years-20%	The staff tenure data for Corning Elementary School was not available at the time of the writing of the School Improvement Grant; however, the teacher demographics that were available indicate a wide range of educational attainment levels for the faculty at Corning Elementary School. Three (3) teachers have Educational Specialist degree, seventeen (17) teachers have a Master's Degree, and of those, nine (9) have a Master's plus 45 degree, meaning these teachers have completed studies equivalent to 45 hours beyond the Master's level degree. The remaining nine (9) faculty members hold Bachelor degrees. Staff data further indicated that twenty-six (26.6) percent of the staff has six to ten years of experience; fifty-three (53.3) of the staff has eleven to fifteen years of experience; none of the current staff has sixteen to twenty years of experience and twenty (20) percent of the staff have twenty-one plus years of experience. Due to the extenuating circumstance of not having the ESEA waiver approved, direct access to the school and pertinent school information and the announcement of the ASD school at the time of application, some information was not attainable relative to teacher performance data. Because Corning Elementary School will be under the governance of the Achievement School District, all school personnel will be required to re-apply for a position if they wish to teach at the		

	new Corning Elementary Achievement School which is an ASD governed school, and no longer part of the Memphis City Schools system.		
Teacher attendance rate	2009-2010 95%	2010-2011 95.5%	All school personnel will be required to apply for a position if they wish to teach at the new Corning Elementary Achievement School which is an ASD governed school.
Teacher evaluation composite data for tested subjects and grades		2010-2011	Due to extenuating circumstance, delayed approval of the ESEA Waiver, and formal announcement of ASD schools for the 2012-2013 school year, much of the faculty and staff data was not readily available for the writing of this grant. However, school leaders, faculty and staff at Corning Elementary School will be required to apply for a position if they wish to teach at the new Corning Elementary Achievement School. The ASD will strive to select only those teachers with effectiveness ratings of (4) and (5) in addition to successfully completing a rigorous selection process.
Teacher observation data			Narrate general trends of current observational data. See above.
3. Student Achievement Data	2009-2010	2010-2011	
Reading/Language Arts			
"Every test taker" (ETT) category	10.8	11.8	Corning Elementary School demonstrated a 1 percentage point gain in student proficiency rates from the 2009-2010 to the 2010-2011 school year. This indicates a need to analyze the curriculum and instructional program first and determine what it will take to generate much higher student gains. The school should further analyze the student mobility rate to determine the impact on

			achievement, as well as examine other issues that could be impacting student achievement; such as the loss of instructional time, opportunities to increased learning time, gaps in student skills and efforts to minimize those gaps. Examination of teacher efficacy, student efficacy, family engagement, and other social-emotional tenants of student lives is warranted; all of which could impact student learning, but cannot be used as an excuse for the level of performance and lack of success demonstrated by the school. The performance level is significantly below expectations and what is needed to have these students ready for subsequent grade level work. Corning Elementary will have to realize much greater annual gains.
Subgroups: Economically disadvantaged students, Special education students English Language Learners (ELL) Race/ethnicity subgroups Gender	ED 10.1 SWD 20.0 LEP 7.7 W NA H 27.8 B 8.8 A NA M 10.0 F 11.7	ED 12.0 SWD 7.7 LEP 12.5 W NA H 45.5 B 9.0 A NA M 13.4 F 14.5	<p>Corning Elementary School data indicates students have consistently performed considerably below the identified Annual Measurable Objectives (AMOs) in every subgroup over the most recent two years in Reading /Language Arts and Math. While all subgroups, with the exception of Students with Disabilities (SWD) which declined, made achievement gains in R/LA and Math, they were minimal gains with the exception of the Hispanic population. It will be necessary to examine the root cause of the SWD issue, while implementing a robust, rigorous, targeted approach to improve overall performance of all students. This will require individual, small group and whole group instruction aligned with the learning styles and needs of students as well as strengthening teacher effectiveness in both content and instructional knowledge. It will be important to indentify professional development for teachers based on the student achievement results of students and non-academic needs.</p>
Mathematics			
“Every test taker” (ETT) category	8.9	17.1	Just as noted above, the strategies needed here must be aligned with the student achievement performance of the students. Once the principal and teachers are selected, they will a conduct careful review and analysis of individual student needs, as well as a review of teacher evaluation results. A deliberate pairing of students with teachers based on teacher effectiveness

			and student needs will then occur.
Subgroups: Economically disadvantaged students, Special education students English Language Learners (ELL) Race/ethnicity subgroups Gender;	ED-8.5 SWD-20.0 LEP-23.1 W-NA H-38.9 B-5.5 A-NA M-9.0 F-8.7	ED-17.4 SWD-11.5 LEP-25.0 W-NA H-45.5 B-14.7 A-NA M-14.9 F-19.3	<p>Corning Elementary School data indicates the students are consistently performing considerably below the identified Annual Measurable Objectives (AMOs) over the most recent two years in Reading /Language Arts and Math for all subgroups. While all subgroups, with the exception of SWD which declined, made achievement gains in R/LA and Math, they were minimal gains with the exception of the Hispanic population. It would be helpful to examine the LEP data, relative to the number of students generating this performance and the strategies used. While it too is below the AMOs performance target level, it appears to offer a window of opportunity for scaling effective strategies to other subgroups, based on the findings. It will be necessary to examine the root cause of the SWD issue, while implementing a robust, rigorous, targeted approach to improve overall performance of all students. This will require individual, small group and whole group instruction aligned with the learning styles and needs of students. It will be important to indentify professional development for teachers based on the student achievement results of students and ensure the professional development effectively strengthens teacher effectiveness. Additionally, the Value-Added data for Corning Elementary School suggests slippage in performance. Corning Elementary School has not met the benchmark for one year's worth of growth for the last three years in R/LA, resulting in a negative mean over a three-year period.</p> <p>Though Corning Elementary made considerable value-added gains in Math for the 2010-2011 school year, the negative influence of the former two years caused a three-year mean gain that is also negative. This is an indication that students at Corning Elementary may be falling further behind their peers at other higher performing schools in their academic attainment. It will be necessary to provide training to teachers to help them understand the Value-Added Data System and to use Formative Instructional Practices to guide</p>

			instruction that is aligned to the Tennessee/Common Core Standards and assessed by the Tennessee Comprehensive Assessment Program (TCAP) System.
ACT scores (if applicable)	NA	NA	Not Applicable
4. School Culture and Climate	Provide a summary of existing status and current needs.		
<p>TELL Survey Analysis</p> <p>School Safety</p> <p>Student Health Services</p> <p>Attendance Support</p> <p>Social and Community Support</p> <p>Parent Support</p>	<p>Ninety-six (96.43) percent of the teachers at Corning Elementary School responded to the 2011 Tennessee Teaching, Leading and Learning (TELL TENNESSEE) Survey, administered to all Tennessee Teachers February 2011. The TELL survey was administered as part of the First to the Top efforts to understand the working conditions at schools across the state and to provide information to support the improvement of working conditions in schools, thus improving teacher performance and student outcomes. Based on the TELL survey from Corning Elementary school, student achievement may be impacted by several school condition factors. The most pronounced area of need appeared to be related to the use of “time to impact student achievement. Only 11 % of the teachers agreed that efforts are made to minimize the amount of routine administrative paperwork teachers are required to do. Likewise, 30% of the teachers agreed that teachers have sufficient instructional time to meet the needs of all the students. Other concerns included teachers’ perception of the school leadership and student behavior. The results of the TELL survey highlighted how teachers felt about managing student conduct, teacher leadership opportunities, and school leadership as a whole. Based on the feedback, all of these were areas where teachers’ responses were below 60% for the majority of the questions, which indicated a need for them to be addressed. Teachers responded favorably regarding community support and involvement, which included questions about parent support and engagement; however, the ratings ranged from 23.1-88.9 percent. The higher ratings were reflective of what teachers feel they do to engage parents and community stakeholders and the lower reflected teachers’ perception of the support parents give to the school. This indicates that teachers feel the school is reaching out to parents for partnerships, but that parents are not reciprocating. The survey does not provide explicit information about the processes used by the school. Overall, just slightly more than 50% of the teachers rated Corning Elementary a “good place to work”.</p> <p>To support school safety, Corning Elementary is equipped with a security system which prevents automatic entrance. Once inside, all visitors are required to sign in with the front office. Each classroom is equipped with a telephone along</p>		

	<p>with an emergency access button.</p> <p>Other stakeholders of Corning Elementary include a part-time nurse one day a week, community adopters who provide free uniforms and supplies; serve as volunteer tutors, support student safety through the Watchdogs program. They also provide incentives for positive student behavior. There is a Parent Resource Center available for parents; parent training opportunities are available to families and parents are included on the Site-based decision making team.</p> <p>There will need to be specific strategies designed to improve the teacher's perception of the culture, climate, and working conditions as well as family and community engagement at Corning Elementary.</p>
5. Rigorous Curriculum-	Provide a summary of existing status and current needs.
Curriculum Intervention Programs	<p>The school's current academic program was supported through the following resources: Prioritized curriculum maps with curriculum guides, lesson plans, six weeks scope and sequence framework aligned to the State approved curriculum standards. Technology support included AIMSweb, Headsprout, Discovery Education, Reading Plus, Destination Math, Destination Reading, Reading Plus, PreSchool, ESL Program, and Stanford Math. Other resources include formative assessments practices and professional development, mentoring for teachers at various levels, and extended learning a time to offer students multiple opportunities for learning.</p> <p>Current needs would indicate that there may be a lack of cohesion in the comprehensive application of the many programs and practices that will lead to improved student achievement. There appears to be an abundance of programs without specific targeted application of the programs to an identified need. The instructional approach should be designed to pinpoint specific targets for academic improvement that are addressed by specific programs, supports and processes. The school staff must understand how to triage the areas of needs and apply specific responses from the available resources as defined by the data. The curriculum intervention programs should be engaged to help the school identify what students should know and be able to do, and to know how to address students' needs when students are having difficulty learning the approved curriculum, the taught curriculum, and the tested curriculum.</p>
Enrichment Programs	Current programs include SES after school tutoring (for students who apply), Stanford Math (k-6), Envision Math K-5, AIMSweb (K-5)
Dual enrollment (if applicable)	Not Applicable
Advanced Placement (if applicable)	Not Applicable

6. Instructional Program	Provide a summary of existing status and current needs.
Planning and implementation of research based instructional strategies	Corning programs included AIMSweb-an assessment and web-based data management system designed to screen, benchmark and progress monitor basic academic skills in reading, and math for grades K-8; Headsprout-online phonics based early reading program for grades one-three in different ways. EdPlan required teachers to complete a STAR report identifying student's learning style, areas of concern, and classroom accommodations.
Use of instructional technology	Learning is supported through technology to support instruction via three-five (3-5) networked computers and a SMARTBOARD in every K-6 classroom. Additionally each classroom is equipped with a telephone and an emergency access button to the main office.
Use of data analysis to inform and differentiate instruction	Teachers review student results of each administration of the District's formative assessments –Discovery Education-for the purpose of collaborating and sharing strategies to improve student achievement.
Number of minutes scheduled for core academic subjects	Corning academic instructional blocks are designed for students to have a ninety (90) minute Reading Languages Arts Instruction and sixty (60) minutes of Math instruction in grades K-6 daily.
7. Assessments	Provide a summary of existing status and current needs.
Use of formative, interim, and summative assessments to measure student progress	<p>Currently, Corning participates in the benchmark assessments utilized in Memphis City Schools. Teachers use formative instruction-Discovery Education- to guide instruction in addition to the assessment strategies described above for planning of instruction.</p> <p>The current student performance data would indicate that there is a disconnection between the assessment outcomes and the follow-up instructional practices. The school needs to identify, by name, students who are experiencing difficulty and provide individualized supports aimed directly at addressing the deficit areas. Making a connection between the research-based best practices for the population served and teacher instructional practices is also warranted. Professional Development for teachers should be defined by student needs. Assessments should be formal and informal, daily, weekly, monthly, quarterly and annually. Teachers should be supported in their efforts to understand how to utilize quick formal and informal processes to gauge student learning. In addition, teachers should be supported in their efforts to learn from each other.</p>
Timeline for reporting student progress to parents	Teachers met with parents, counselors and the principal three times per year to review progress.
8. Parent and Community Support	Provide a summary of existing status and current needs.
Social and community services to students and families	
Parent support to students and	While currently there are varying degrees of family engagement at Corning, the school does not yet have the level of

school	<p>parent support deemed necessary to fully engage and support student achievement. As an example, only 23% of teachers agreed that parents /guardians are influential decision makers in this school and only 35 % of the teachers believe parents/guardians support teachers, contributing to their success with students.</p> <p>Corning as a walk-in school- that is a school without zoned busing- has a unique opportunity as a neighborhood school to engage families in the education of the students. Corning should identify staff to take the leadership role in this initiative. The school should be explicit about engaging parents. The faculty and staff must be supported in their efforts to engage parents in school-based and home-based support for students. Corning should seek to identify the barriers, perceived and otherwise that may prohibit parents from engaging and may be contributing the current low percent of parent involvement. While the school seeks to engage families in the traditional parent involvement activities, the school must also be open to working with parents in non-traditional ways to support student learning. There has to be a mutually respectful relationship between the home and school; this will require a concerted, deliberate effort from the school. Parents must feel welcome from the school in general, their child’s teacher and their individual child.</p>
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2. Annual Goals for Student Achievement for Tier I, Tier II and Tier III schools

Based comprehensive needs assessment of each Tier I, Tier II and Tier III school the LEA will serve, establish the annual goals for student achievement on the most recent TDE assessments in **both reading/language arts and mathematics AND applicable graduation or attendance rate.**

For each school the LEA intends to serve, provide in an attachment (label as Attachment 1),

- a. A copy of the most recently revised Tennessee School Improvement Plan (TSIP) Component 4,

OR

- b. the “streamlined” improvement plan developed in Fall 2011, Revised Tennessee School and District Improvement Planning document. (Attached)

The identified goals and action steps are designed to address all students, “Every Test Taker” (ETT), as required in the federally approved Accountability Waiver. The Success Rate formula, which will determine school status, is aligned with the First to the Top Goals and specifies the progress made in Reading/Language and Math at grade three (3) and grade (7) as well as an aggregate proficiency rate of grades three-eight, in addition to a reduction in the achievement gap of identified subgroups. These are proof points to increase student performance on the National Assessment of Educational Progress (NAEP) and signals being on target to graduate from high school-college and career ready. Therefore, to ensure alignment between the Achievement School goals and the state requirements, the goals promulgated by the Achievement School District are designed to mirror the state goals as the minimum acceptable level of academic attainment. The ASD recognizes that the deficits within its schools will require a more accelerated rate of

growth in order to ensure students enter each new grade on grade-level and have the school performing in the top 25% of schools in the state in five (5) years.

The School Improvement Plan is developed to provide a general framework which emphasizes turnaround strategies that is aligned with the research that emphasizes the need for high quality instruction, driven by a relentless focus on using the data *for* improvement, as the key to improving student achievement. The strategies outline teacher behaviors that provide for such opportunities and the support. The plan provides the structure needed to ensure all teachers are engaged in instructional strategies which are designed to address identified student needs. Additionally, the strategies position teachers to learn from each other as well as external providers.

The Achievement School District's plan to implement the elements of the transformation model is designed based on the premise of change which leads to improvement and is grounded in the Change Theory of John Kotter. Kotter's Transformation Theory suggests that the impetus of change happens at the school level when there is a sense of urgency about the needs and the school leader has a vision that is embraced and executed by the school staff. The ASD has developed a framework which establishes minimum expectations for its schools as a System. Each school leader and Leadership Team, along with the school staff is expected to expand on the specific operational as plan needed to execute on the work in their particular school. A guiding principle of the ASD is 'earned autonomy'. The ASD will provide its school with earned autonomy and support and hold them accountable for meeting the goals set forth in the plan; consequently, the ASD has defined the 'what'-the goals- the school staff will continue to define the 'how' based on the framework provided.

Transformation Model

School Name: Corning Elementary School	Tier: I Priority School
<p>Rationale for selection of intervention model: Explain how the LEA will use the turnaround intervention model to address the root causes of the school's low-performance as identified in the school's needs assessment.</p> <p>The LEAs will implement the Transformation model at Corning Elementary School to strengthen teacher performance and improve student outcomes. High leveraged professional development designed to enhance teachers' knowledge and skills of how to use data to improved instruction is the primary focus of this model. As stated earlier, based on the analysis of the data, inclusive of parent and community feedback, the Achievement School District has selected the Transformation Model as the appropriate model for Corning Elementary School. The Transformation Model requires a change in the school leadership and an intensive professional development to strengthen teachers' instructional skills. The needs analysis of each school suggests that there are inconsistent growth patterns which could result from inconsistent instructional practices by school staff, or a lack of focus on data driven decision relative to using the multiple available data to inform instruction. The Achievement School District believes that the impetus for change and improvement must be made as close to the students as possible; therefore, earned autonomy based effective practices by well-trained and effective teachers will serve to drive school and student improvement.</p>	
<p>If the LEA has begun in whole or in part a turnaround intervention model within the past two years, and wished to continue, describe the actions that have been taken up to the present that are relative to the turnaround requirements. Cite evidence of the impact of the model on the school to date.</p> <p>Not Applicable-The Achievement School District will assume governance of Corning Elementary beginning with the 2012-2013 schoolyear. By the end of the three-year grant period, student achievement will have grown by a total of 25-30 percentage points from the 2011-2012 school year. In five years, Corning Elementary school will attain a minimum Proficient/Advance performance rate of 55%, moving the school from the bottom 5% of schools in the state to the top 25% of schools in the state.</p>	
<p>Annual Goals for Reading/Language Arts on State assessments for "all students" group and for each subgroup; aligned with the approved Accountability Waiver.</p> <p>SY 2012: Students in the "All" category will increase Proficient/Advance performance by a minimum of 5-7 percentage points from the actual 2011-2012 student performance rate.</p> <p>Achievement Gap: The Students with Disabilities Subgroup will demonstrate a 6% reduction in the achievement gap in grades 3-8 when compared to Students w/o Disabilities from the actual 2011-2012 student performance rate.</p>	

SY 2013: Students in the “All” category will increase Proficient/Advance performance by a minimum of 9-10 percentage points from the actual 2012-2013 student performance rate.

Achievement Gap: The Students with Disabilities Subgroup will demonstrate a 6% reduction in the achievement gap in grades 3-8 when compared to Students w/o Disabilities from the actual 2012-2013 student performance rate.

SY 2014: Students in the “All” category will increase Proficient/Advance performance by a minimum of 9-10 percentage points from the actual 2013-2014 student performance rate.

Achievement Gap: The Students with Disabilities Subgroup will demonstrate a 6% reduction in the achievement gap in grades 3-8 when compared to Students w/o Disabilities from the actual 2013-2014 student performance rate.

Quarterly Milestone Goals for Reading/Language Arts on interim assessments for “all students” group and for each subgroup for **SY 2011 only** (to be updated annually upon renewal of the grant)

The quarterly milestones for interim assessments for “all students” for SY2011 remain the responsibility of the current LEA, Memphis City Schools.

Corning will operate as an ASD Achievement school starting with the 2012-2013 school year, at which time formative assessment data will be reviewed using an appropriately selected data system selected by the Achievement School District superintendent. This monitoring will be used to report progress for all students and subgroup to ensure a high probability of achieving the assessment targets on TCAP summative assessments.

Corning Achievement school will administer formative norm-referenced assessments using the Northwest Evaluation Association-Measure of Academic Progress (NWEA-MAP) to gauge how ASD schools are performing.

Testing Cycle: Baseline data will be established with the initial administration.

<i>Baseline</i>	<i>Quarter 1</i>	<i>Quarter 2</i>	<i>Quarter 3</i>	<i>Quarter 4</i>
<i>RLA/Math grade level equivalent</i>	<i>.25 growth form baseline</i>	<i>.75 grade level growth from baseline</i>	<i>1.25 grade Level growth from baseline</i>	<i>1.5 grade Level growth from baseline</i>

Annual Goals for **Mathematics** on State assessments for “all students” group and for each subgroup, aligned with the approved Accountability Waiver.

SY 2012: Students in the “All” category will increase Proficient/Advance performance by a minimum of 6-10 percentage points from the actual 2011-2012 student performance rate.

Achievement Gap: The Students with Disabilities Subgroup will demonstrate a 6% reduction in the achievement gap in grades 3-8 when compared to

<p>Students w/o Disabilities from the actual 2011-2012 student performance rate.</p> <p>SY 2013: Students in the “All” category will increase Proficient/Advance performance by a minimum of 8-10 percentage points from the actual 2012-2013 student performance rate.</p> <p>Achievement Gap: The Students with Disabilities Subgroup will demonstrate a 6% reduction in the achievement gap in grades 3-8 when compared to Students w/o Disabilities from the actual 2012-2013 student performance rate.</p> <p>SY 2014: Students in the “All” category will increase Proficient/Advance performance by a minimum of 8-10 percentage points from the actual 2013-2014 student performance rate.</p> <p>Achievement Gap: The Students with Disabilities Subgroup will demonstrate a 6% reduction in the achievement gap in grades 3-8 when compared to Students w/o Disabilities from the actual 2013-2014 student performance rate.</p>
<p>Annual Goals for “other academic indicator,” high school graduation rate or attendance in middle and elementary schools.</p> <p>SY 2012: N/A: Based on the approved waiver, the Priority School identification at the elementary grades will not include the additional indicator of “attendance rates.”</p> <p>SY 2013: See Above</p> <p>SY 2014: See Above</p>
<p>Quarterly Milestone Goals for “other academic indicator” all students” group and for each subgroup for <u>SY 2011 only</u> (to be updated annually upon renewal of the grant)</p> <p>N/A: Based on the approved waiver, the Priority School identification at the elementary grades will not include the additional indicator of “attendance rates.”</p>

Transformation Model Requirements	Action Steps for Model Requirements.	Timeline for Implementation with Quarterly Milestone Goals for model requirements	Name and Position of Responsible Person(s)
LEA Design and Implementation of the Intervention Model for Each Year of Grant	Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.		

Requirements for the Transformation Model (LEA must implement actions 1-11.)			
<i>A transformation model is one in which the LEA <u>must</u> implement each of the following strategies to develop and increase teacher and school leader effectiveness:</i>			
1. Replace the principal who led the school prior to commencement of the transformation model	The Achievement School District will engage in a nationwide recruitment and selection process to identify recruit and place proven effective leaders in each ASD Achievement School.	March –May 2015	Ash Solar, Chief Talent /Strategy Officer
2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that- a. Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high-school graduations rates b. Are designed and developed with teacher and principal involvement	This criterion is met through the 2011-2012 implementation of the new Tennessee Educator Acceleration Model (TEAM). TEAM is an important aspect of the Race to the Top initiative, and is guided by state law requiring the teacher evaluation process to include both quantitative and qualitative data. The new evaluation model requires a minimum of 50% of the teacher evaluation be tied directly to student achievement data, of which 35% is derived from the teacher effect data or Tennessee Value-Added Assessment System (TVAAS). TVAAS identifies the impact a teacher has on student growth annually. TVAAS data is available for all teachers who instruct students in a grade level that is assessed by the Tennessee Comprehensive Assessment Program (TCAP). When a teacher does not have TVAAS data, the schoolwide TVAAS data is the current metric to be used. The remaining 50% of the evaluation process is	March –May 2015	Building Principal Ash Solar, Chief Talent /Strategy Officer Chris Barbic, Achievement School District Superintendent

	<p>based on observation and other metrics selected by the teacher in conjunction with the principal. The new evaluation process is the result of a year-long collaboration which engaged multiple stakeholders including LEA and school practitioners. The ASD will use the teachers' evaluation results as conducted by their current building principal as well as a rigorous interview process which includes the use of the on-line TeacherInsight survey. The TeacherInsight survey is a tool developed by Gallup, and it uses value-added scores to identify the talents of teachers whose students demonstrated the greatest gains. As a result, TeacherInsight is designed to identify teacher applicants whose students will achieve higher levels of success and ensure we are selecting the most effective educators possible to work in Corning.</p>		
<p>3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high-school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so</p>	<p>The ASD will, through a gradual release mode, provide continual levels of autonomy to building level principals and teachers with demonstrated student achievement success. Further, the ASD will compensate teachers through a fair and equitable salary scale that does not minimize their contributions with specific monetary awards, but rather through respectful compensation for performance. The ASD will follow the state law relative to the evaluation of teachers, but will not hesitate to remove teachers who, after ample opportunity, fail to demonstrate success with students,</p>	<p>July 2012-June 2015</p> <p>Monthly Review of student progress.</p>	<p>Building Principal</p> <p>ASD Regional Superintendent</p> <p>Ash Solar, Chief Talent /Strategy Officer</p> <p>Chris Barbic, Achievement School District Superintendent</p>
<p>4. Provide staff with ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that</p>	<p>The ASD believes providing support to high quality teachers and school leaders will be the ultimate and critical difference between success and failure for the Achievement Schools. Consequently, Achievement Schools will participate in the Teach Plus-T3 Initiative designed to create a cadre of teacher leaders within</p>	<p>July 9, 2012-May 31, 2015</p> <p>Weekly Team or Faculty Meetings</p>	<p>Building Principal</p> <p>ASD Regional Superintendent/Designee</p> <p>T3 Teacher Leaders under</p>

is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies	<p>the school building.</p> <p>Through this initiative, a critical mass, (25%) of the teachers at Corning, representative of all grade levels and support areas, will be trained as teacher leaders by Teach Plus. The core group of teachers will receive training and ongoing support to lead their teams in the following: analyzing data, using student work to plan instruction, being an effective facilitator and leader of teams, and leading change in an existing community. This training begins with an intensive summer institute in June and continues throughout the school year. Each school will have a T3 coach dedicated to supporting the T3 teachers throughout the school year. The goal is for T3 teachers to create strong, data-based inquiry groups that improve the effectiveness of ALL teachers in the building.</p> <p>The minimum qualifications to be a T3 Core teacher include: at least three years of teaching experience in a high poverty or urban school and a track record of effectiveness with students.</p>	<p>Bi-Monthly Content Team Meetings</p> <p>Monthly Faculty Meeting</p> <p>Others as deemed necessary by school staff</p>	<p>the direction of a T3 Coach</p> <p>Battelle For Kids Data Coaches</p> <p>Vendors as appropriate</p> <p>Family Engagement Specialist</p> <p>Instructional Facilitator</p> <p>Other Designated School Staff</p> <p>Ash Solar, Chief Talent /Strategy Officer</p> <p>Chris Barbic, Achievement School District Superintendent</p>
5. Implement such strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the student in a transformation school	The T3 recruitment process is designed to attract effective, experienced teachers who are interested in taking on leadership roles and being part of a team of teachers in a low-performing school. T3 Core teachers will receive an annual stipend, a minimum of \$5,000.00, for their participation and extra requirements as a teacher leader.	<p>June 2012-May 2015</p> <p>Quarterly Milestone with pre-assessments in August and attainments of 8-10 percentage point growth for each student on subsequent assessments in:</p>	<p>Building Principal</p> <p>ASD Regional Superintendent/Designee</p> <p>T3 Teacher Leaders under the direction of a T3 Coach</p> <p>Ash Solar, Chief Talent /Strategy Officer</p> <p>TeachPlus</p>

		November 2012 February 2013 May 2013	
<i>A transformation model is one which the LEA <u>must</u> implement each of the following comprehensive instructional reform strategies.</i>			
6. Use data to identify and implement an instructional program that is research-based and “vertically aligned” from one grade to the next as well as aligned with State academic standards	Because the ASD believes providing support to high quality teachers and school leaders will be the ultimate and critical difference between success and failure for the Achievement Schools, a primary focus will be on schools instituting a very rigorous set of instructional strategies designed to address student needs. Corning will utilize a ninety (90) minute Reading and Language Arts Instructional Design which will incorporate the research findings from the National Reading Panel and the National Institute For Literacy (NIFL), and a seventy-five (75) minute uninterrupted instructional block for Math daily, which will incorporate research such as from National Council of Teachers of Math (NCTM), regarding effective instruction. This research and related resources are available to teachers through the Tennessee Department of Education’s Electronic Learning Center www.tnelc.org . The engagement of the Teach Plus-T3 Initiative will allow teachers to implement a rigorous instructional program utilizing data and student work as anchors for improvement through weekly work sessions. Monthly vertical content team meetings will facilitate cross-grade planning and collaborative teaching opportunities.		Building Principal/Designee ASD Regional Superintendent/Designee ASD Regional Instructional Support Staff
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students	Teachers at Corning will participate in weekly collaborative planning sessions with their T3 Teacher Leader, and Data Coaches to review data and student work, design learning targets and instructional strategies and engage in the formative instructional practices necessary to address students needs in	Weekly Monthly Quarterly	Building Principal ASD Regional Superintendent/Designee T3 Teacher Leaders under

	individual, small and large group settings. Teachers will engage in the understanding and use of various classroom assessment techniques designed to determine the level of student learning on the immediate lessons taught, (e. g. exits slips, one minute summaries, etc.)		<p>the direction of a T3 Coach</p> <p>Battelle For Kids Data Coaches</p> <p>Vendors as appropriate</p> <p>Family Engagement Specialist</p> <p>Instructional Facilitator</p> <p>Other Designated School Staff</p>
<i>A transformation model is one which the LEA <u>must</u> implement each of the following strategies to increase learning time and create community oriented schools.</i>			
8. Establish schedules and implement strategies that provide increased learning time as defined in the SIG final requirements.	<p>Corning will structure the school day to provide multiple learning opportunities in a variety of settings, examples being; a daily ninety (90) minute reading and a seventy-five (75) minute uninterrupted instructional blocks, co-teaching, flexible grouping, double-dipping, allowing struggling students to have direct instruction in reading that exceed what is provided in the regular classroom, cross-curriculum instruction-this may include using literacy and writing strategies in other subjects, such as science and social studies so that literacy, writing etc, is a deliberate part of all classes. Additionally, support and tutoring during and after school will be provided during extended school hours. Project-based and community-based learning opportunities will also be afforded Corning students. All such activities will include literacy, numeracy and presentation components.</p>	<p>Monthly: September 2012- May 2015, during school calendar year.</p>	<p>Building Level Principal</p> <p>Family Engagement/Extended Learning Coordinator</p> <p>Instructional Facilitator</p>

9. Provide ongoing mechanisms for family and community engagement	Corning school will employ a Family Engagement Coordinator/Social worker to work as a liaison between families, communities and school to coordinate and support family and community engagement designed to increase student achievement. Further, an AmeriCorps*VISTA volunteer will be assigned to Corning Elementary-full-time, to engage community and faith-based organizations in partnerships designed to support student achievement by meeting both academic and social-emotional needs of students and families..	Monthly: September 2012-May 2015, during school calendar year.	Building Level Principal Family Engagement/Extended Learning Coordinator School Counselor AmeriCorps*VISTA Staff
<i>A transformation model is one which the LEA <u>must</u> implement each of the following strategies to provide operational flexibility and sustained support.</i>			
10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates	<p>All ASD schools will operate with an earned autonomy approach - continually increasing degrees of autonomy, support and accountability within their school based on increasing levels of student achievement. In order to ensure this philosophy is aligned to the requirements of the Transformation Model, the school's leadership team and staff will work with the ASD Regional Superintendent to further develop the specificity of the school's instructional program as needed.</p> <p>All ASD school leaders will participate in a two-year School Turnaround Specialist Program offered by the University of Virginia (UVA). The program is a nationally recognized partnership between the UVA Curry School of Education and the Darden School of Business. This program's focus is developing leadership skills critical to successful and sustainable turnarounds. This work is built in part on the research of Mass Insight which identifies successful, sustainable turnaround as being grounded in providing identified autonomies such as those outlined in the</p>	<p>April 2012-May 2015</p> <p>Quarterly Support Sessions</p>	<p>ASD Regional Superintendent</p> <p>Ash Solar, Chief Talent /Strategy Officer</p> <p>Chris Barbic, Achievement School District Superintendent</p> <p>University of Virginia-Darden School of Business</p> <p>University of Virginia – Curry School of Education</p>

	Transformation Model.		
11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)	To ensure each ASD schools will receive timely support and responses, the ASD will establish a Regional Office in the Memphis. The Memphis Regional Office will be designed to rapidly respond to ASD Achievement school needs. The Regional office will be staffed with a Regional Superintendent, (identified from a National Search), supported by Academic, Operational, Finance and Community engagement personnel. The Regional Superintendent will report directly to the ASD Superintendent and will be supported by the ASD School Support Team in Nashville. ASD schools will have access to all of the same SEA resources afforded any other school in Tennessee.	April- June 2012	Chris Barbic, Achievement School District Superintendent & Leadership Staff Team Bellwether Education Partners
Permissible Strategies for the Implementation of the Transformation Model <i>A transformation model is one which the LEA <u>may</u> implement any of the following required strategies to:</i> <i>(Strategies #12-26)</i> <ul style="list-style-type: none"> • <i>Develop and increase teacher and school leader effectiveness</i> • <i>Provide comprehensive instructional reform strategies</i> • <i>Increase learning time and create community oriented schools</i> • <i>Provide operational flexibility and sustained support.</i> 			
12. Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school			
13. Instituting a system for measuring changes in instructional practices resulting from professional development			
14. Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority	All teachers in ASD schools will be employees of the ASD and are not subject to the existing collective bargaining contract in Memphis. There are no seniority obligations within the ASD because the Achievement School District is not obligated to offer	March-June 2012	ASD Regional Superintendent Building Principal

	tenure. From a human capital standpoint, ASD schools will operate much like a charter school. Additionally, ASD schools will recruit, select, and retain only the highest quality staff members (those identified as Level 4 or 5 teachers). In the event, the ASD is forced to hire a teacher below Level 4 due to a lack of qualified applicants; the ASD will not place the teacher in a core content subject area. New teachers who fail to earn a score of 3+ in their first two years or experienced teachers who score less than a 3 on the evaluation system will be released from the ASD.		Ash Solar, Chief Talent /Strategy Officer Chris Barbic, Achievement School District Superintendent
15. Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective			
16. Implementing a schoolwide “response-to-intervention” model			
17. Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content	The Teach Plus T3 initiative, Data Coaches and school leaders will engage all teachers in the process of effectively using data to improve student outcomes. Students with Disabilities and English Language Learners will be provided with a varied portfolio of learning opportunities which includes both inclusion and direct service as required by their Individual Education Plan (IEP) or 504 Plans. The school will include specialty teachers in the T3 initiative in order to provide for a comprehensive and cohesive approach to teaching and learning for all teachers and students. Professional development in co-instructional strategies, classroom management and procedures will also be provided to all teachers. This will allow teachers to share their strengths and knowledge with each other, for example, Special Education teachers	June 2012-May 2015 Weekly Monthly Quarterly	Building Principal ASD Regional Superintendent/Instructional Support Staff T3 Teacher Leaders under the direction of a T3 Coach Battelle For Kids Data Coaches Vendors as appropriate Family Engagement Specialist

	who are adept at differentiating instruction, would share strategies with a general education teacher. In turn the general education teacher may share their in-depth knowledge of a content subject with a special education teacher who may be more of a generalist. This process builds internal capacity within the staff.		Instructional Facilitator Other Designated School Staff
18. Using and integrating technology-based supports and interventions as part of the instructional program	Corning will integrate technology-based support and interventions into the instructional program based on student and teachers academic and non-academic needs as identified by the data. Technology support for learning will include, but not be limited to extended opportunities to students which may otherwise not be available because of personnel constraints, (e.g. foreign languages, tutoring, personal and social skills development, etc. Again, all ASD schools will operate with earned autonomy, support and accountability. Therefore each school leader and staff will further develop the specificity of the school's instructional program as needed to improve student outcomes.	June 2012-May 2015 Weekly Monthly Quarterly	Building Principal ASD Regional Superintendent/Regional Instructional Support /IT Staff Saumil Shah, ASD Data/IT Director Bob Nardo, ASD Chief Operating Officer T3 Teacher Leaders under the direction of a T3 Coach Battelle For Kids Data Coaches Identified vendors as appropriate Family Engagement Specialist Instructional Facilitator Other Designated School

			Staff
<p>19. In secondary schools--</p> <p>(a) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement or International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework</p> <p>(b) Improving student transition from middle to high school through summer transition programs or freshman academies</p> <p>(c) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or</p> <p>(d) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate</p>	<p>A-C Not Applicable</p> <p>D-Corning Elementary is a PreK-6 school. ASD schools will use an Early Warning Data System to track leading indicators designed to optimize our student's opportunities for success in each grade. This will ensure each student receives the support needed to ultimately graduate from high school college and career-ready. Bases on the research of EdTrust, graduation from high school begins in pre-kindergarten. The research from Robert Belfantz at Johns Hopkins on the Drop-out Factories indicates that potential high school dropouts can be identified as early as fourth grade by tracking academic and non-academic factors such as reading and math success, student attendance and behavior. The ASD will work to address these early to ensure students stay on grade level and begin middle and high school on grade level.</p> <p>ASD schools will also focus on early identification as an intervention with students through the addition of a second pre-Kindergarten Class at Corning Elementary. The added PreK class is designed to serve all four year olds living in the school zone. This will increase the probability that Corning Elementary students will enter Kindergarten ready to learn and decrease the achievement gaps among students in Kindergarten.</p>	<p>June 2012-May 2015</p> <p>Weekly Monthly Quarterly</p>	<p>Building Principal</p> <p>ASD Regional Superintendent/Designee</p> <p>Battelle For Kids Data Coaches</p> <p>School Counselor</p> <p>Family Engagement Specialist</p> <p>Instructional Facilitator</p> <p>Other Designated School Staff</p>
20. Partnering with parents and parent organizations, faith- and community-	Corning will engage with parents, families, community-based organizations and faith-based	July 2012-May 2015	Building Principal

based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs	organizations through the work of a Family Engagement Coordinator and a full time AmeriCorps*VISTA Volunteer. The focus of this initiative will be to build sustainable partnerships that will meet the academic, social and emotional needs of students and families at Corning Elementary.	Weekly Monthly Quarterly	ASD Regional Superintendent/Designee Battelle For Kids Data Coaches Family Engagement Specialist School Counselor Instructional Facilitator Other Designated School Staff
21. Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff	Corning will engage students in additional learning opportunities by extending the learning time and opportunities for students beyond the current school day. The current school day at Corning Elementary ends at 2:15 PM. Time will be added to the school day by the ASD. The school day will be extended to 4:30 p. m. This will extend the school day up to 1.5 hours daily. The ASD will offer multiple learning opportunities designed to meet academic and non academic needs of our students. ASD Achievement schools will provide multiple learning opportunities for teachers during the extended school hours through flexible scheduling.	June 2012-May 2015 Weekly Monthly Quarterly	Building Principal ASD Regional Superintendent/Designated staff T3 Teacher Leaders under the direction of a T3 Coach Battelle For Kids Data Coaches Family Engagement Specialist Instructional Facilitator Other Designated School

			Staff
22. Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment	Corning will also use data to identify student behavior and will address student discipline through a school-wide behavior management program designed to help students take personal ownership and responsibility for their behavior. Successfully implementing this program will be critical to developing a top-notch school culture marked by mutual respect and acceptance between students and staff.	June 2012-May 2015 Weekly Monthly Quarterly	Building Principal ASD Regional Superintendent/Designee Family Engagement Specialist Instructional Facilitator Other Designated School Staff
23. Expanding the school program to offer full-day kindergarten or pre-kindergarten	Corning currently houses one voluntary PreK class to serve at-risk four year olds. Corning elementary will establish an additional PreK class designed to serve all four year old students in the school zone regardless of status. The Kindergarten enrollment at Corning Elementary more than doubles the PreK enrollment which identifies there is a population of four year olds in the community that do not currently have access to this PreK service.	July 2012-May 2015 Weekly Monthly Quarterly	Building Principal ASD Regional Superintendent/Staff Family Engagement Specialist Instructional Facilitator Other Designated School Staff
24. Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA	Corning will be operating as an Achievement School within the newly-formed Achievement School District. The ASD Superintendent reports directly to the Commissioner of Education.	June 2012-May 2015 Weekly Monthly Quarterly	Legislation TCA. 49-1-416 established and authorized the Achievement School District as an entity of the Tennessee Department of Education, giving the

			Commissioner of Education the authority to remove Priority Schools from the Local Education Agency and placing them in the Achievement School District for a minimum of five (5) years.
25. Implementing a per-pupil school-based budget formula that is weighted based on student needs	N/A		
Transformation Pre-Implementation Activities Please note: The activity categories listed below are not an exhaustive or required list. Rather, they illustrate possible activities that the LEA may list, depending on the needs of the school.			
Pre-Implementation Activities: Pre-Implementation allows the LEA to prepare for full implementation of a school intervention model at the start of the 2012-2013 school year. To help in its preparation, an LEA may use federal FY 2010 SIG funds in its SIG schools after the LEA has been awarded a SIG grant for those schools based on having a fully approvable application consistent with SIG final requirements. To help in its preparation, as soon as it receives the funds, the LEA may use part of its first-year allocation for SIG related activities in schools that will be served with federal FY 2010 SIG funds. Activities must align to schools' needs assessment and requirements of the intervention model; represent change; be reasonable, necessary, and allowable; be researched-based; and be implemented prior to the beginning of the 2012-2013 academic school year. <u>Activity Categories with Sample Activities:</u> Family and Community Engagement: Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey students and		In a list format, provide a description of how the LEA will use federal FY 2010 SIG funds in its newly identified SIG schools. Include the cost for each activity. Items in this section must be included in the Budget/Budget Justifications. In a list format, provide a brief description of each pre-implementation activity. Each activity must support a TSIPP goal and action step and must be included in the school's budget and budget justification Pre-Implementation Activities Activity #1- Teach Plus T3- Summer Institute Goal: Improved Reading/Math Participants: 25% of School Staff (9) T3 staff salaries, benefits, national and local support: \$60,323.50 Recruitment, selection, Summer Institute Training: Total Cost \$42,660.00 Cost- includes travel expense. Total \$ 97,983.50	

parents to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail; assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing the closure model.

Rigorous Review of External Providers: Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity (see C-5); or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model.

Staffing: Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.

Instructional Programs: Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2012-2013 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments.

Professional Development and Support: Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school's comprehensive instructional plan and the school's intervention model; provide instructional support for returning staff members, such as classroom coaching, structured common planning time, mentoring, consultation with outside experts, and observation of classroom practice, that is aligned with the school's comprehensive instructional plan and the school's intervention model; or train staff on the new evaluation system and locally adopted competencies.

Activity #2

Common Core training and Curriculum Map Development
Stipends, materials and supplies to develop curriculum maps and scope & sequence guides in RLA, Math and Science. \$35,000.00

Activity #3

The Development of the ASD Early Warning System and identification and acquisition of a Formative Assessment System, such as The Achievement Network
Total Cost: =\$35000.00

<p><i>Preparation for Accountability Measures:</i> <i>Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools.</i></p>	
<p>Professional Development: Ongoing professional development, including job-embedded training designed to build capacity and support staff, is an integral part of successful school reform. While no specific amount of SIG funds are required for professional development, plans for professional development to be provided through SIG must be included in TSIPP Component 4 (goals, actions steps, and implementation plans). This includes literacy and mathematics training for the staff unless the school demonstrates proficiency in this area.</p> <p>Who in the LEA will ensure implementation of professional development plans with SIG funds? ASD Regional Superintendent & Building Level Principal.</p> <p>Provide this school's PD plan including topics and projected dates. See Attachment</p>	

APPENDIX 1

Revised Tennessee School and District Improvement Plan Template

The final plan should be no longer than **four** pages.

School:	Corning Elementary School	
District:	Achievement School District	
Analysis of last year's final results:	Areas of Greatest Progress:	Areas of Greatest Challenge:
	Proficient/Advanced IMPROVEMENTS Corning made minimal gains in all areas except Students with Disabilities (SWD). The most substantial gains were made with the Hispanic subgroup-17.7% gain. All other gains ranged from .2% to 4.8%. Though a gain was evidenced with the AA subgroup, it should be noted that the AA subgroup experienced the slightest gain of all those made at .2%. The overall gain for Every Test Taker (ETT) was a 1% increase moving from 10.8% to 11.8%. The All Subgroup for RLA scored at 18%, a 9% gain from the previous year and 19% in Math, a 2% gain from the previous year. All student performance is significantly below the goals for FTTT for AYP which are RLA-49 and Math-40. Relative to Value-Added growth in Math, all grades demonstrated growth, with the most growth in 6 th grade Math. Fifth grade was the only grade whose growth was not sufficient to actualize a three year average of one year's gain. In RLA, all grades continue to show less than a year's gain for their three year average. All grades made gains in reading, but not above one year's growth.	Proficient/Advanced SETBACKS Instruction appears to be weak across all grade levels and content areas. The SWD subgroup experienced a 12.3% slippage in proficiency in RLA. The SWD subgroup also lost ground in Math. The subgroup performance was 20% proficient and advanced in 2010 and slipped to 11.5 % in 2011; an 8.5 % loss. Grades 3 and 4 appear be the grades where there were enough SWD students to generate data. The data across all content and grades reflects the Every Test Taker (ETT) category is considerably below the state benchmark which is 49% in RLA and 40% in Math. NOTE: New goals will align with the Approved Waiver from the USOE.
	Source of Progress:	Source of Challenge:
	As noted above, students in grades four, five and six at Corning made gains in Reading/Language Arts and Mathematics. Math value-added performance moved from -8.4 to 6.5 in grade 4; from -6.8 to 4.3 in grade 5; and from -3.0 to 1.5 in grade six. Gains in Math resulted in significantly more positive results. RLA grains value-added performance moved from -11.0 to -2.6 in grade 4; -3.7 to -3.4 in grade 5 and -	Challenges at Corning School appeared to become greater as students move from 3 rd grade to 6 th grade. Lack of focused and concentrated strategic implementation could contribute to the limited growth at the school. Corning appeared to rely on an abundance of "programs" as noted in the TSIP plan.

	<p>0.9 -0.6 in grade 6. While gains were made in RLA, it was not enough to yield one year's growth outcome for any of the tested grades. Gains for these grade levels may be attributed to the following: (1) teachers used formative assessments-Discovery Education- to guide instruction, (2) teachers reviewed student results of each administration for the purpose of collaborating and sharing strategies to improve. Other supportive programs include(3) teachers used AIMSweb, an assessment, and web-based data management system designed to screen, benchmark and progress monitor basic academic skills in reading and math for grades K-8; (4) Headsprout-an online phonics based early reading program for grades one through. EdPlan required teachers to complete a STAR report identifying student's learning style, areas of concern, and classroom accommodations. Additionally, teachers met with parents, counselors and the principal three times per year to review progress.</p> <p>Further, Corning implemented a daily 90 minute and a 75 minute instructional block for reading and math K-6 respectively. The school's academic program was supported through the following resources: Prioritized curriculum maps with curriculum guides, lesson plans, and six weeks scope and sequence frameworks aligned to the State approved curriculum standards.</p> <p>Technology supports included AIMSweb, Headsprout, Discovery Education, Reading Plus, Destination Math, Destination Reading, Reading Plus, PreSchool, ESL Program, and Stanford Math. Other resources include formative assessments practices and professional development, mentoring for teachers at various levels, and extended learning time to offer students multiple opportunities for learning. Learning was supported through technology via three-five networked computers and a</p>	<p>NOTE: The theory of action for all Achievement School District (ASD) schools is that improvement- happens when a highly effective school leader and team of teachers are given the flexibility to operate a longer school day and make key resource allocation and program decisions. As a result, the ASD will provide its leaders and schools with the autonomy to do the work necessary to achieve dramatic student achievement gains and will hold school leaders and teachers accountable, ensuring the ambitious student achievement goals are met.</p> <p>This School Improvement Plan is developed under that theory and requires that much of the specificity with which the school program is designed should be developed at the school level by the school personnel who will be responsible for the implementation and held accountable for the results. Therefore, each school will work to further develop sub-level strategies and activities to effectuate this school improvement plan.</p> <p>The ASD believes that it is critical to have the most highly effective leaders and teachers working in schools and communities with the greatest needs. Secondly, it is critical to provide high quality; focused professional development designed to support and to invest in great teachers and leaders. This will be a driver of the work at Corning Elementary</p> <p>Further, the ASD believes "less is more". Improvement will result from a strong focus on fewer goals and with a focus on a small number of high leverage strategies designed to address multiple areas of needs.</p>
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	SMARTBOARD in every K-6 classroom. Additionally, each classroom is equipped with a telephone and an emergency access button to the main office.	
Goals for this school year:	Overall Achievement Goals: Aligned to First to the Top Goals on State assessments for “all students” group and for each subgroup and with the approved Accountability Waiver.	
	Annual Goals for Reading/Language Arts SY 2012: Students in the “All” category will increase Proficient/Advance performance by a minimum of 5-7 percentage points from the actual 2011-2012 student performance rate. SY 2013: Students in the “All” category will increase Proficient/Advance performance by a minimum of 9-10 percentage points from the actual 2012-2013 student performance rate. SY 2014: Students in the “All” category will increase Proficient/Advance performance by a minimum of 9-10 percentage points from the actual 2013-2014 student performance rate. Annual Goals for Mathematics: SY 2012: Students in the “All” category will increase Proficient/Advance performance by a minimum of 6-10 percentage points from the actual 2011-2012 student performance rate. SY 2013: Students in the “All” category will increase Proficient/Advance performance by a minimum of 8-10 percentage points from the actual 2012-2013 student performance rate. SY 2014: Students in the “All” category will increase Proficient/Advance performance by a minimum of 8-10 percentage points from the actual 2013-2014 student performance rate.	
	Subgroup Goals: (List each subgroup individually)	
	Achievement Gap: The Students with Disabilities Subgroup will demonstrate a 6% reduction in the achievement gap in grades 3-8 when compared to Students w/o Disabilities from the actual 2012-2013 student performance rates.	
	Other Required Goal Areas: NA (Attendance no longer required-Elementary School) 1. Improve the school culture by increasing the percentage of teachers who believe Corning Elementary is a good place to work and learn from 52% to 85 % in 2012-2013 school year. 2. Increase the percent of parents /guardians perceived to be supportive of teachers and contributors to the success of their students from 34.6 to 50% in the 2012-2013 school year.	
Plan for this	Key strategies to achieve goals:	

school year:	<ol style="list-style-type: none"> 1. All students will be given MAP in RLA and Math to support appropriate entry into the learning and to establish a baseline from which to measure progress. 2. A core group of teachers (T3) will receive support in leading their teams in analyzing data and student work to plan instruction, being an effective facilitator and leader of teams, and leading change in an existing community 3. Weekly common grade level meeting led by T3 teacher leaders to analyze data and student work to plan instruction review/relearn/learn content with appropriate pedagogy for grade level common core content in mathematics and RLA. Alternate weeks for each content teacher across grades. 4. Weekly common grade level meeting led by a data coach and school instructional teacher leaders to review/relearn/learn content with appropriate pedagogy for grade level common core content in mathematics and RLA utilizing <i>Formative Instructional Practices</i> to support general education, SWD and ELL learning; supported by technology as appropriate. Alternate weeks for each content area. 5. Develop Curriculum Maps and Scope and Sequence guides in RLA, Math and Science to navigate instruction grades K-6. 6. Use formative assessment to track and use the data to meet individual student needs. 7. Academic Interventionist will work with students scoring basic and below basic to address basic skills gaps. 8. Establish an additional PreK classroom, with appropriate resources, to serve all four old students zoned to Corning, regardless of at-risk status.
	Key strategies to achieve progress for students with the greatest need:
	<ol style="list-style-type: none"> 1. Corning Elementary School will employ a Family Engagement Coordinator to develop, engage and coordinate partnerships between, families, community-based organizations, faith-based organizations and AmeriCorps/VISTA Volunteer to improve student outcomes in both academically and non-academically.
	Projected costs and funding sources for key strategies:
	<p>Strategy 1: Baseline assessments in RLA and Math with assessment reports (incorporated into Strategy #6)</p> <p>Strategy 2. Pre-Implementation: Yr. 0: <i>This includes recruitment, selection, Summer Institute Training, Travel, and embedded professional Development throughout the year, an FTE on-site coach and stipend for teachers.</i> Cost=\$97,983.50. Cost Yr.1=\$206,129.00.</p> <p>Strategies 3 and 4 will not require additional funding as common planning is already in place at Westside Middle School. Personnel to provide the content training, planning meeting strategies and data are in place.</p> <p>Strategy 5. Common Core Instruction-training, stipends, materials and supplies to develop curriculum maps and scope & sequence guides in RLA, Math and Science. \$35,000.00.</p> <p>Strategy 6. Securing Formative Assessment from a reputable vendor that has undergone a rigorous process, such as Achievement Network, Pearson, or Discover Education to provide quarterly assessments, electronic scoring and professional</p>

	<p>development for staff to administer and interpret data: \$35,000.00</p> <p>Strategy 7. Academic Interventionist(2)will work with students scoring basic and below basic to address basic skills gaps-\$ 147,728.20</p> <p>Strategy 8. Establish an additional PreK classroom to serve all four old students zoned to Corning, regardless of at-risk status- \$73,639.10</p> <p>Strategy 9. Requires a FTE Family Engagement Specialist,/cost of mileage, supplies, equipment , electronics, and necessary resources to support the work inclusive of the AmeriCorps*VISTA service provider, and mileage. \$150,000.00</p>	
Benchmarks for Progress	Benchmark:	Timeline:
	All Curriculum Maps and Scope & Sequence Guides will be fully developed, printed, distributed and all teachers trained for implementation in appropriate subject and grade.	July-2012-August 1, 2012
	Baseline assessments administered to all eligible students in RLA and Math, learning needs identified.	August 2012
	All teachers grades K-8 will review / learn / relearn all content required for common core standards (done by grade level); ASD content specialists will assure that all teachers in the session understand the content and can use pedagogy appropriate to the content and grade level.	Initial training Summer 2012; Weekly meetings throughout the school year; content specialists meet with district and principal quarterly to review progress and determine teachers and address teacher needs.
	Common grade level meeting led by T3 Teacher Leaders to analyze data and student work to plan instruction for grade level common core content in mathematics, RLA and science.	July 1, 2012- May 31, 2013 Initial session prior to August 1, 2012. Weekly meetings throughout the school year; T3 Teacher Leaders under the direction of a T3 Coach leads grade-level and content team sessions. Alternate week sessions for each content teacher across grades.
	Data training includes T3 Data training Formative Instructional Practices and Tennessee Value Added Data Training. Data training will be connected to student work, learning targets and understanding and using data reports. It will be lead by the T3 teacher leaders, BFK Data Coaches and ASD regional staff.	Initial in-service: general data use training August. Sessions will occur throughout the year, including individual, small group and whole group sessions.
	Select a formative assessment that aligns with the common core; train the staff on the administration and use of the data produced; administer quarterly formative assessments and use the data to determine tutoring and other needs.	August: Select formative Assessment e.g. Achievement Network: PD for staff Formative assessments administered quarterly
	5. Conduct and analysis of time/scheduling,	Sept: Revise schedule as

	develop and institute Extended Learning opportunities for all students.	appropriate to initiate Extended learning sessions beginning September 1, 2012, based on pre-test results. Dec. Review interventions' impact on student achievement and make any necessary modifications.
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NOTE: All ASD schools will operate with autonomy, support and accountability, therefore each school leader and staff in keeping with the requirements of the Transformation Model, will further develop the specificity of the school's instructional program as needed to implement this SIP based on student and school data.

Corning Elementary School Professional Development Plan

Rationale: Because each ASD school will be newly staffed by a combination of new and veteran teachers working together for the first time and in a new more challenging environment, it is critical that appropriate support and guidance is provided to each of the ASD Achievement Schools. The primary and most important support ASD can and will provide for its school, are intensive efforts to attract, recruit, select, induct, develop, and retain high quality human capital for each it's of schools from local, state and national landscapes. Therefore, teacher pipelines for ASD schools will include both Teach For America (TFA) and the Teach Plus-T3 Initiative, in addition to the traditional Teacher Education programs from institutions of higher Education. Because each of these pipelines endorse different pedagogical principles and provide an established set of routines and structures to support its' teachers, the goal of the PD in the ASD school will be designed to acculturate all staff to a common set of systems and structures and expectations for the school to establish a high quality teaching and learning environment that will serve as an umbrella for their respective programs.

Culture and Climate: To begin this work all three (3) Achievement Schools will engage in professional development initiatives designed to set the stage for and build a high performing learning environment. The initial focus will be professional development designed to create a high performing teaching and learning culture. This initiative will engage the entire faculty and staff. Turning around schools will require a culture of collective responsibility and collective accountability.

Instructional Program: Each school leader and their respective Leadership Team will create an instructional program that will use research-based strategies such as structured ninety (90) minute Reading/Language Arts instructional blocks and sixty-seventy-five (60-75) minutes Math Instructional blocks designed to ensure student learning outcomes meet or exceed state standards. The school team, once in place, will provide the specificity of such professional development, in keeping with the ASD Theory of Action, autonomy, support and accountability. Science and Social Studies blocks in each school should include direct instruction, a minimum of ninety (90) minutes per week, as well as be integrated into the ninety (90) minute literacy block and 60-75 minute numeracy instructional blocks.

Professional Development

The ASD schools will implement the Tennessee State Standards/Common Core in reading/language art, math, science and social studies.

- Teams of Teachers (Teaching and Learning Teams) representative of each grade level and content from the three Achievement Schools will participate in all state sponsored training in the West Tennessee area.
- Working with ASD Regional and State Instructional staff, these teams will work to create a Curriculum Map which is vertically aligned from K-8 in RLA, Math and Science. The teams, along with ASD Regional and State Instructional staff will provide training to all teachers in their respective schools.
- These teams will collaborate with the school leader and Leadership Team to create a PD plan which supports integrated teaching and learning across the curriculum with an emphasis on writing throughout the school year.
- Each school principal, T3 Teacher Leaders, Instructional Facilitator and assigned Data Coach will participate in Formative Instructional Practice Training and Tennessee Value-Added Assessment Training prior to school opening and throughout the year.

The following is a skeletal framework of Professional Development and is provided as a preliminary list of activities, because ASD schools leaders will be provided guided autonomy for programming, time, staff, and budget per Mass Insight research as the school staffing is actualized. Each school staff will build out their PD calendar from this framework which is provided as minimum set of expectations for each school. The two key levers used throughout ASD schools as constants will be high quality school leaders and teachers and the use of data to drive improvement.

Achievement School District Achievement Schools Professional Development Framework

Professional Development Providers	Teach Plus-T3	TFA	ASD	TDE	Assessment Vendor
Professional Development	<ul style="list-style-type: none">• Using Data• Analyzing Student Work• Designing Instruction• Coaching Colleagues for Change	Development of Corps members identification, selection, and use of assessments and engagement in instructional	BFK: Tennessee Value –Added Assessment System and Battelle For Kids Formative Instructional	Common Core K-8 Math:	Formative Assessment

		practices	Practice		
Timeline	June 2012-May 2015	Spring 2012-Ongoing	August 2012-Ongoing	July-2012-Ongoing	August 2012-Ongoing
Descriptor	T3 teachers receive support in leading their teams in analyzing data and student work to plan instruction, being an effective facilitator and leader of teams, and leading change in an existing community. This training begins with an intensive summer institute and continues throughout the school year with a coach in each school dedicated to supporting the T3 teachers and ongoing professional development for the T3 team. The goal is for T3 teachers to create strong, data-based inquiry groups that improve the effectiveness of ALL teachers in the building.	<p>Structures designed to ensure students meet one of the following three goals: move student learning forward by 1 ½ grade levels, close the achievement gap by 20 percent or ensure 80% of students meet grade level standards.</p> <p>Support/engage Corps members in an Intensive Summer institute, ongoing observation and support as well as online support with access to resources and opportunities.</p>	<p>TVAAS-3 day initial Training: August 2012</p> <p>Formative Assessment Practice- 2 day initial Training: August 2012.</p> <p>Ongoing-Creating schools where Everyone— teachers, principals, students, and parents— understand the importance of formative instructional practices and uses them to guide student learning. Creating Schools where everyone embraces formative instructional practices as part of its culture.</p> <p>Tennessee Value Added Assessment- 4 Days- Understanding Value-Added Growth</p>	Work with ASD Regional Instructional Support and ASD State Instruction Support Staff to develop Standards-Based Curriculum Maps, and Scope and Sequence guides to navigate instruction in K-8.	<p>Formative Assessment</p> <p>Review and understand and utilize Formative Assessment Reports as generated by Assessment System.</p> <p>Use Formative Assessment reports as predictors of Summative Assessment Results</p>

			Content Instructional Framework: R/LA- 90 minutes Reading Blocks 60 minutes Math		
Learning teams must coordinate to ensure cohesive, comprehensive, and consistent implementation.					

Appendix H-SCHOOL COVER SHEET - Transformation Model

School Name: Frayser Elementary School Address: 1602 Dellwood Memphis, TN 38127	District Point of Contact (POC) Name & Position: Dr. Gwendolyn L. Watson Chief, Policy & Compliance, Achievement School District Nashville, TN, 37207 Phone#: 615-532-4710 Email Address: Gwendolyn.watson@tn.gov	
School Number: 0220	Number of Students Enrolled (SY 2011-2012): 506	
Grade levels enrolled (SY 2011-12): PK-6		
Year the school entered school improvement status: 2010	Tier Level Tier I-(Priority) Tier II _____ Tier III _____	
Principal's Name SY 2012-13: TBD (Indicate <i>TBD</i> if unknown at this time.) Phone # 901-416-3840 Email Address: TBD	School Improvement Status _____ Good Standing _____ School Improvement 1 <u> X </u> School Improvement 2 _____ Corrective Action _____ Restructuring 1 _____ Restructuring 2/ Alt. Governance _____ State/LEA Reconstitution	
Title I Status: <u> X </u> Schoolwide Program _____ Targeted Assistance Program _____ Title I Eligible School	Intervention Model Selected (Tier I or II, III) _____ Turnaround Model OR <u> X </u> TRANSFORMATION	
Waiver Request(s): _____ Requested for this School <u> X </u> Not Requested for this School	Amount the LEA is requesting from SY 2012-13 School Improvement Funds for the next three years for this school*:	
	* Each year--not to exceed \$2 million	
	Pre-Implementation Activities Year 1	\$157,983.50
	Year 1: SY 2012-13 excluding pre-implementation	\$ 847, 387.18
	Year 2: SY 2013-14	\$ 871,258.18
	Year 3: SY 2114-15	\$ 871,258.18
Three Year Total Budget		\$ 2,589,903.54

School Level Descriptive Information

School Comprehensive Needs Analysis:

Using the analysis of the data in the areas below, provide a summary and conclusion for each of the areas as indicated.

Using the needs assessment, each LEA is required to select an intervention for each school.

Name: Frayser Elementary			Tier: I	Intervention Model: Transformation
Provide a minimum of two years of data where indicated.			Provide a summary of existing status and current needs.	
1. Student Profile Data	2009-10	2010-11	<p>Based on data from the most recent two years, enrollment at Frayser Elementary School appears to be on a decline. The enrollment is currently 421 students Pre K through grade 6. This is significantly lower than last year. Frayser serves predominately minority, high poverty students and is one of eight schools within this feeder pattern which is categorized as a Priority school which means it ranks among the bottom 5% of schools in the state of Tennessee. Additionally, Frayser is impacted by a high mobility rate. The number of students entering or leaving Frayser after the first ten days for 2010-2011 suggests a mobility rate of about 42 %. The school will need to be prepared to address the needs of all incoming students immediately by developing a pre-assessment which is administered prior to placement in classes to ensure students are appropriately placed for instruction. Further, the mobility rate may be indicative of more systemic issues which will require the school, families, community and local government to provide assistance that may offset the high mobility of families.</p> <p>Discipline as noted by suspensions, decreased from the 2009-2010 school year from about 105 to 99 in 2010-2011, however expulsions increased. Current data indicates that there have been 176 discipline incidents which required action including conference with the principal, parent conference, in-school suspension, bus suspension, overnight suspension and three (3) expulsions. To address the discipline problems it will be necessary to thoroughly analyze the school discipline data to determine the root causes of the issues. Additionally it will be important to develop mechanisms to address student needs and further reduce the number of</p>	
Total student enrollment	500	493		
Grade level enrollment	PK-16	PK-29		
	K-63	K-70		
	1-60	1-57		
	2-77	2-59		
	3-74	3-74		
	4-76	4-62		
	5-68	5-66		
	6-66	6-76		
Number of students in each subgroup (List applicable subgroups below)	W-3 H-1 B-495 A-1 ED-496 LEP-1 SWD-75	W-5 H-1 B-485 A-1 ED-489 LEP-1 SWD-58		
Mobility % - Entrants, Withdrawals (AFTER Day 10)	E-140 W-81	E-99 W-110		
Attendance %	93.0	92.5		
Suspensions	105	99(19.3)		
Expulsions	13	25 (4.9%)		

Dual enrollment and/or Advance Placement enrollment	NA	NA	students who end up out of the classroom learning environments for various reasons.
Graduation Rate	NA	NA	
2. Staff Profile Data	Provide a summary of existing status and current needs.		
Principal Length of time in position	Eight (8 years)		
Teaching Staff Number and % of experience in profession 1. 6-10 years____2=7% 2. 11-15 years____22=73% 3. 16-20 years____2=7% 4. 21+ years____4=13%%	Because Frayser Elementary school will be under the governance of the Achievement School District, all school personnel will be required to apply for a position if they wish to teach at the new Frayser Achievement School, which is an ASD governed school, and is no longer affiliated with the former Local Education Agency (LEA).		
Teacher attendance rate	2009-2010	2010-2011	Due to the extenuating circumstance of not having direct access to the school and pertinent school information at the time of the deadline for the SIG Application as stated above, this data was not available to the ASD. However, all school personnel will be required to apply for a position if they wish to teach at the new Frayser Achieving School which is an ASD governed school. A review of updated school data does not reveal additional information regarding teacher attendance rates at Frayser Elementary School.
Teacher evaluation composite data for tested subjects and grades		2010-2011 RLA- 2.77 (Level 2) Math 2.44 (Level 5)	School leaders, faculty and staff at Frayser Elementary will be required to apply for a position if they wish to teach at Frayser Achievement School, which is an ASD governed school. The ASD will strive to select only those teachers with effectiveness ratings of three (3) and above upon their completion of a rigorous selection process.

Teacher observation data			Narrate general trends of current observational data. See above.
3. Student Achievement Data	2009-2010	2010-2011	
Reading/Language Arts			
“Every test taker” (ETT) category	10.5	14.7	Frayser Elementary school demonstrated a 4.2% gain in student proficiency rates in Reading/Language Arts from 2009-2010. However, with the 2010-2011 cut score being set at 49% Reading and Language Arts, there is a 34.3% deficit. This indicates a need to analyze the curriculum and instructional program and determine what it will take to generate much higher student gains. The performance level is significantly below expectations and will not have these students ready for subsequent grades.
Subgroups: Economically disadvantaged students, Special education students English Language Learners (ELL) Race/ethnicity subgroups Gender	ED-10 SWD-9.3 LEP-NA W-NA H-NA B-10.6 A-NA M-6.2 F-14.0	ED-14.6 SWD-16.7 LEP-NA W-NA H-NA B-14.2 A-NA M-13.4 F-16	Frayser data indicates that students have consistently performed considerably below the identified Annual Measurable Objectives (AMOs) over the most recent two years in Reading /Language Arts and Math. While all subgroups made achievement gains in R/LA and Math, they were single digit gains. It will be necessary to examine the root cause of the issue and implement a robust, rigorous, targeted approach to improve overall performance of all students. This will require individual, small group and whole group instruction aligned with the learning styles and needs of students, additional learning time and opportunities as well as efforts to strengthen teachers in both content and instructional knowledge and skills, as needed. It will be important to indentify PD for teachers based on the student achievement results of students.
Mathematics			
“Every test taker” (ETT) category	9.1	10.7	With only a 1.6% increase in Math, there is a 39.3% deficit in the 2010-2011 cut score of 40%. Just as noted above, the strategies needed here must be aligned with the student achievement performance of the students. There will need to be a careful review and analysis of individual student needs, as well as

			a review of teacher evaluation results and a deliberate pairing of students with teachers based on teacher effectiveness and student needs. Frayser must provide all students with the opportunity to benefit from the most effective teachers.
Subgroups: Economically disadvantaged students, Special education students English Language Learners (ELL) Race/ethnicity subgroups Gender;	ED-9.0 SWD-11.6 LEP-NA W-NA H-NA B-8.8 A-NA M-7.0 F-10.8	ED-10.5 SWD-13.9 LEP-NA W-NA H-NA B-10.5 A-NA M-13.1 F-8.4	See Reading above! Additionally, the Value-Added data for Frayser remained the same from 2009 with a C status in performance. They have not met the benchmark for one years' worth of growth for the last three years which would catapult them into a positive three year mean gain status. Frayser dropped from D to an F reflecting a means gain of -2.2 in Math for the 2010-2011 school year, the negative influence of the former two years resulted in the three year mean gain that is also negative.
ACT scores (if applicable)	NA	NA	Not Applicable
4. School Culture and Climate	Provide a summary of existing status and current needs.		
TELL Survey Analysis School Safety Student Health Services Attendance Support Social and Community Support Parent Support	TELL Survey Analysis Eighty-four percent of the teachers at Frayser Elementary School responded to the Tennessee Teaching, Leading and Learning Survey administered to All Tennessee Teachers February 2011. Based on the TELL survey, student achievement may be impacted by several school conditions /factors as highlighted below. The most pronounced area of need appeared to be related to the use of "time to impact student achievement." (see responses) <ul style="list-style-type: none"> • Non- instructional time provided for teachers in school is sufficient. (only 33.3% agreed) • Teachers are allowed to focus on educating students with minimal interruptions (only 40.7% agreed) • Students follow rules of conduct (only 33.3% agreed-implications for class disruption) 		

	<p>The results of the TELL Survey also highlighted how teachers felt about areas of managing student conduct, teacher leadership opportunities and the school leadership.</p> <p>Current Needed: Focus on time-decrease the number of interruptions and find ways to deal with student discipline.</p> <p>Existing Status: School Safety/Health Services currently in place at Frayser include:</p> <ul style="list-style-type: none"> • Emergency Management Plan/regular drills/maps of emergency routes posted • Practice scheduled drill • Security monitoring –card access for faculty, student ID badges • Emergency Crisis Team certified in CPR • Emergency Strobe lights • Emergency kits containing non-perishable foods • Multi- Hazard modules provided and reviewed by all teachers • Evacuation plan coordinated with Frayser High School • Recipient of \$250,000 from the State of Tennessee’s Safe Routes to School grant to promote health and wellness among Tennessee children. This is a statewide initiative designed to make biking and walking to school a safer, more appealing and healthier alternative for students in Kindergarten through eighth grade. Funds are utilized for signs, crosswalks and medians in the vicinity of the school, educational programming focused on bicycle and pedestrian safety and for promotional activities to encourage walking and biking as a safe and healthy initiative. • <i>Positive Behavior Intervention Strategy (PBIS) School-wide Discipline Plan</i>, all students are learning about positive character traits. • Character Education promotes positive behavior and encourages students to do their best. Every two weeks, a different character trait is the focus of the school community. <p>Current need: No Changes</p> <p>Attendance Support:</p> <p>Attendance dropped slightly in 2011 down to 92% from 93.4%</p> <p>Current need: Since one factor for the drop in attendance was noted, possibly connected to 5th and 6th period’s suspensions, implementation of strategies to address this might include: observations of classes and requesting attendance each period as well as connecting with parents.</p>
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	<p>Existing Parent Support:</p> <ul style="list-style-type: none"> • Parents attend meetings regularly with the preK teacher, and experts in the field to discuss parenting skills and other areas of concern. These meetings are an integral part of our primary parental program, Very Important Parents (VIP). There are also “make and take” workshops available for parents to develop learning folder games and other supplemental materials to assist their children at home. Other resources include: • Parent Library • Family academic meeting focusing on academic areas • Special Programs • Parent link phone system • Marquee posting of current events • School website <p>Current need: Mechanism to reach and engage <u>every</u> parent.</p> <p>There will need to be specific strategies designed to improve the teacher’s perception of the culture, climate and working conditions at Frayser Elementary. The school should provide PD to assist all school staff in their efforts to engage all parents.</p>
5. Rigorous Curriculum-	Provide a summary of existing status and current needs.
Curriculum Intervention Programs	<p>Current programs:</p> <ul style="list-style-type: none"> • Curriculum resources- Curriculum Mapping: Lesson plans, MCS Curriculum, Learning Village, TN Dept. Standards, Scott Foresman Reading (used to tutor Tier III student in 5-5, Head Sprout (computerized program for grade 1, targeted students; Reading Plus (for Tier I, Tier II, Tier III, Grades 4-6), • AIMSWeb , Stanford Math (K-6), Stanford Law (6th grade Lang. Arts) Pearson Math, Think Link, Headsprout, DIBELS, Reading Street, Stanford Math, to identify strengths, needs, and trends • No Child Left Behind (NCLB) Improving Student Achievement (ISA) Tutoring targets 3rd through 6th grade students in reading and mathematics. Certified teachers work with these students for two hours every Tuesday and Thursday afternoon in small group settings. Students’ non-mastery of SPI’s is the focus of instruction. • Improving Student Achievement (ISA) Tutoring program is for Tier 2 and 3 students in grades four through six. This tutoring program provides extra assistance in math and reading using the America’s Choice math program. ISA meets on Tuesdays and Thursdays and some Saturdays • (OWL) Opening the World of Learning (Pre-K) curriculum Integrating Reading, Language, Math, Science and Social Studies. • Gender Based classes (6th Grade only.)

	<ul style="list-style-type: none"> • Departmentalization is being implemented in 4-6 grades <p>A plethora of programs are in place at Frayser, however, a coherent and comprehensive plan for how all of these work together is warranted.</p> <p>Current Need: Reduce the fragmented approach to Curriculum, instructional and assessment. Data collected and analysis indicates the following needs: Generally stronger instructional programs overall, with emphasis on</p> <p>Mathematics: Geometry /Measurements in grades 3-6, Math processes in grades 3-6, Number Operations in grades 3-6, Data Analysis in grades 3-6</p> <p>Reading/Language Arts Plus Writing Writing and Research in grades 3-6 Communication and Media grade 3-6</p>
Enrichment Programs	<p>Existing:</p> <ul style="list-style-type: none"> • Co-curricular classes are in place for All students: (ORFF Music, Physical Ed. Art and Library weekly, allows for planning time for teachers. • Junior Deputy Program targets 4th grade students to make them aware of Law Enforcement’s role in the community. This program teaches the following: Juvenile Justice System, Drug and Alcohol Abuse, Stranger Safety/In Case of Emergency. • Junior Achievement’s Exchange City. This is a state-of-the-art learning laboratory. The eight-week curriculum focuses on economic principles and the free enterprise system. In Exchange City students run businesses, seek bank loans, pay taxes, and make payroll every day. This “hands-on” approach helps students learn-by-doing and practice “real-life” skills. • Frayser Rams Accelerated Math and Science Connection (FRAMS.com) is an after school activity which focuses on science and targets high achieving students in grades three through six. Students are involved in intense units of study, which include guest speakers and field trips. • Headsprout, Stanford Math, Character Education, Brooks Museum of Art, Response to Intervention (RTI), 90 Minute Reading Block, 30 minutes of instruction in Language Arts using AIMS Web and a 60 minute Math block, serve to enrich academics. <p>Current Need: Supplemental instructional programs should be analyzed to determine their impact on student achievement and effectiveness and eliminate duplications to allow more time for instruction and student development.</p>

Dual enrollment (if applicable)	Not Applicable
Advanced Placement (if applicable)	Not Applicable
6. Instructional Program	Provide a summary of existing status and current needs.
Planning and implementation of research based instructional strategies	<p>Existing: Teachers use an array of teaching strategies to meet diverse needs of the student population (whole group, instruction, small group instruction, differentiated instruction, after-school tutoring programs, technology integration cooperative learning and learning centers, etc.)</p> <p>Current need:</p> <ul style="list-style-type: none"> Analyze the effectiveness of programs and examine the fidelity of implementation of each program. Provide additional professional development sessions in all areas of instruction to ensure effective implementation. Institute parental workshops focusing on understanding and supporting student achievement. Additional computers are needed to adequately implement Headsprout, Stanford Math, Stanford Law and Reading Plus.
Use of instructional technology	Existing: Current Need: New computers needed to effectively implement initiatives which are web –based.
Use of data analysis to inform and differentiate instruction	Existing: Weekly Professional Learning Communities (PLC’s) and faculty meetings are used to determine student needs in areas of data driven instruction.
Number of minutes scheduled for core academic subjects	<p>Core academic time schedule:</p> <ul style="list-style-type: none"> A ninety-minute (90) reading block, inclusive of a thirty (30) minute Language Arts block; a sixty (60) minute mathematics block including fifteen (15) minutes allocated to calendar math for a total of seventy-five (75) minutes of focused instruction is in place in all K-6 classes. Science is thirty (30) minutes per day. Social Studies instruction is thirty (30) minutes. Tier 2 and Tier 3 students receive an additional thirty (30) minutes of instruction in the area of language arts using AIMSWeb. Ninety (90) minutes per week is utilized on Stanford Math in kindergarten through sixth grade. The Pre-K class receives thirty (30) minutes of library per week. The Headsprout program is implemented in grade one daily with all students receiving ninety (90) minutes per week. <p>Current need: Revisit the schedule to alleviate fragmentation and duplication of programs and services and create alignment between resources, needs and treatment.</p>

7. Assessments	Provide a summary of existing status and current needs.
Use of formative, interim, and summative assessments to measure student progress	<p>AIMSWeb , Stanford Math (K-6), Stanford Law (6th grade Lang. Arts) Pearson Math, Think Link, Headsprout, DIBELS, Reading Street, Stanford Math, to identify strengths, needs, and trends.</p> <p>Current needs: Alleviate fragmentation and duplication of programs and services and create alignment between assessments to design a more balanced assessment approach.</p>
Timeline for reporting student progress to parents	
8. Parent and Community Support	Provide a summary of existing status and current needs.
Social and community services to students and families	<p>Existing:</p> <p>Parents attend meetings regularly with the preK teacher and experts in the field to discuss parenting skills and other areas of concern. These meetings are an integral part of the primary parental program, Very Important Parents (VIP). There are also “make and take” workshops available for parents to develop learning folder games and other supplemental materials to assist their children at home.</p> <p>A Parent Library is housed in the Library Media Center (LMC) with books on parenting and life skills. In addition, parents may utilize the regular LMC collection for use in at-home read-along sessions.</p> <p>The Parent Link phone system is used throughout the year to keep families informed about important school and district information, and important information about their child, including attendance reports. The messages can be sent to all households district-wide or customized by school to reach specific groups of parents. A log is created which shows the number of successful calls, and numbers that are no longer in service.</p> <p>Current events are posted regularly on the marquee in front of the school. In addition, bulletin boards in the front hall provide information on school accomplishments such as, achievement, 20-day attendance charts, and up-to-date test data.</p> <p>Flyers provide a monthly calendar, information on school events and news of interest. In addition, teachers send weekly progress reports home to parents in the student’s folders on “Wednesday.”</p> <p>Current Need:</p> <p>A connecting theme that would engage the whole community around Literacy (all grades are struggling in the area of Reading/Language Arts and Writing (i.e., select a specific book to read with ongoing activities and a culminating activity</p>

	that brings all stakeholders together to celebrate the success of reaching their goal.)
Parent support to students and school	<p>Existing: Two (2) percent of the NCLB budget is allocated for parental involvement to provide workshops to train parents in the areas of curriculum, instruction and assessment, i.e., Family Math Night and Writer’s workshop for students and their parents.</p> <p>Current Need: Provide full time staff to engage parents and community and faith-based organizations, provide parent workshops before and after school to accommodate more parents. Provide opportunities to support meaningful parent engagement during the school day. Allocate of funds to purchase materials to assist parents in supporting their child’s academic.</p>

2. Annual Goals for Student Achievement for Tier I, Tier II and Tier III schools

Based comprehensive needs assessment of each Tier I, Tier II and Tier III school the LEA will serve, establish the annual goals for student achievement on the most recent TDE assessments in **both reading/language arts and mathematics AND applicable graduation or attendance rate.**

For each school the LEA intends to serve, provide in an attachment (label as Attachment 1),

- c. A copy of the most recently revised Tennessee School Improvement Plan (TSIP) Component 4,

OR

- d. the “streamlined” improvement plan developed in Fall 2011, Revised Tennessee School and District Improvement Planning document. (Attached)

The identified goals and action steps are designed to address all students, “Every Test Taker” (ETT), as required in the federally approved Accountability Waiver. The Success Rate formula, which will determine school status, is aligned with the First to the Top Goals and specifies the progress made in Reading/Language and Math at grade three (3) and grade (7) as well as an aggregate proficiency rate of grades three-eight, in addition to a reduction in the achievement gap of identified subgroups. These are proof points to increase student performance on the National Assessment of Educational Progress (NAEP) and signals being on target to graduate from high school-college and career ready. Therefore, to ensure alignment between the Achievement School goals and the state requirements, the goals promulgated by the Achievement School District are designed to mirror the state goals as the minimum acceptable level of academic attainment. The ASD recognizes that the deficits within its schools will require a more accelerated rate of growth in order to ensure students enter each new grade on grade-level and have the school performing in the top 25% of schools in the state in five (5) years.

The School Improvement Plan is developed to provide a general framework which emphasizes turnaround strategies that is aligned with the research that emphasizes the need for high quality instruction, driven by a relentless focus on using the data *for* improvement, as the key to improving student achievement. The strategies outline teacher behaviors that provide for such opportunities and the support. The plan provides the structure needed to ensure all teachers are engaged in instructional strategies which are designed to address identified student needs. Additionally, the strategies position teachers to learn from each other as well as external providers.

The Achievement School District's plan to implement the elements of the transformation model is designed based on the premise of change which leads to improvement and is grounded in the Change Theory of John Kotter. Kotter's Transformation Theory suggests that the impetus of change happens at the school level when there is a sense of urgency about the needs and the school leader has a vision that is embraced and executed by the school staff. The ASD has developed a framework which establishes minimum expectations for its schools as a System. Each school leader and Leadership Team, along with the school staff is expected to expand on the specific operational as plan needed to execute on the work in their particular school. A guiding principle of the ASD is 'earned autonomy'. The ASD will provide its school with earned autonomy and support and hold them accountable for meeting the goals set forth in the plan; consequently, the ASD has defined the 'what'-the goals- the school staff will continue to define the 'how' based on the framework provided.

School Name: Frayser Elementary School	Tier I: Priority School
<p>Rationale for selection of intervention model: Explain how the LEA will use the turnaround intervention model to address the root causes of the school's low-performance as identified in the school's needs assessment.</p> <p>The LEAs will implement the Transformation model at Frayser Elementary School to strengthen teacher performance and improve student outcomes. High leveraged professional development designed to enhance teachers' knowledge and skills of how to use data to improved instruction is the primary focus of this model. As stated earlier, based on the analysis of the data, inclusive of parent and community feedback, the Achievement School District has selected the Transformation Model as the appropriate model for Frayser Elementary School. The Transformation Model requires a change in the school leadership and an intensive professional development to strengthen teachers' instructional skills. The needs analysis of each school suggests that there are inconsistent growth patterns which could result from inconsistent instructional practices by school staff, or a lack of focus on data driven decision relative to using the multiple available data to inform instruction. The Achievement School District believes that the impetus for change and improvement must be made as close to the students as possible; therefore, earned autonomy based effective practices by well-trained and effective teachers will serve to drive school and student improvement.</p>	
<p>If the LEA has begun in whole or in part a turnaround intervention model within the past two years, and wished to continue, describe the actions that have been taken up to the present that are relative to the turnaround requirements. Cite evidence of the impact of the model on the school to date.</p> <p>Not Applicable-The Achievement School District will assume governance of Frayser Elementary beginning with the 2012-2013 schoolyear. By the end of the three-year grant period, student achievement will have grown by a total of 25-30 percentage points from the 2011-2012 school year. In five years, Frayser Elementary school will attain a minimum Proficient/Advance performance rate of 55%, moving the school from the bottom 5% of schools in the state to the top 25% of schools in the state.</p>	
<p>Annual Goals for Reading/Language Arts on State assessments for "all students" group and for each subgroup; aligned with the approved Accountability Waiver.</p> <p>SY 2012: Students in the "All" category will increase Proficient/Advance performance by a minimum of 6-8 percentage points from the actual 2011-2012 student performance rate.</p> <p>Achievement Gap: The Students with Disabilities Subgroup will demonstrate a 6% reduction in the achievement gap in grades 3-8 when compared to Students w/o Disabilities from the actual 2011-2012 student performance rate.</p>	

SY 2013: Students in the “All” category will increase Proficient/Advance performance by a minimum of 8-10 percentage points from the actual 2012-2013 student performance rate.

Achievement Gap: The Students with Disabilities Subgroup will demonstrate a 6% reduction in the achievement gap in grades 3-8 when compared to Students w/o Disabilities from the actual 2012-2013 student performance rate.

SY 2014: Students in the “All” category will increase Proficient/Advance performance by a minimum of 8-10 percentage points from the actual 2013-2014 student performance rate.

Achievement Gap: The Students with Disabilities Subgroup will demonstrate a 6% reduction in the achievement gap in grades 3-8 when compared to Students w/o Disabilities from the actual 2013-2014 student performance rate.

Quarterly Milestone Goals for **Reading/Language Arts** on interim assessments for “all students” group and for each subgroup for SY 2011 only (to be updated annually upon renewal of the grant)

The quarterly milestones for interim assessments for “all students” for SY2011 remain the responsibility of the current LEA, Memphis City Schools.

The quarterly milestones for interim assessments for “all students” will be reviewed using an appropriately selected data system selected by the Achievement School District Superintendent at the appropriate time. This monitoring will be used to report progress for all students and subgroup.

Frayser will operate as an ASD Achievement school starting with the 2012-2013 school year, at which time formative assessment data will be reviewed using an appropriately selected data system selected by the Achievement School District superintendent. This monitoring will be used to report progress for all students and subgroup to ensure a high probability of achieving the assessment targets on TCAP summative assessments.

Frayser Achievement school will administer formative norm-referenced assessments using the Northwest Evaluation Association-Measure of Academic Progress (NWEA-MAP) to gauge how ASD schools are performing.

Testing Cycle: Baseline data will be established with the initial administration.

<i>Baseline</i>	<i>Quarter 1</i>	<i>Quarter 2</i>	<i>Quarter 3</i>	<i>Quarter 4</i>
<i>RLA/Math grade level equivalent</i>	<i>.25 growth from baseline</i>	<i>.75 grade level growth from baseline</i>	<i>1.25 grade Level growth from baseline</i>	<i>1.5 grade Level growth from baseline</i>

Annual Goals for **Mathematics** on State assessments for “all students” group and for each subgroup; aligned with the approved Accountability Waiver.

SY 2012: Students in the “All” category will increase Proficient/Advance performance by a minimum of 6-8 percentage points from the actual 2011-2012 student performance rate.

Achievement Gap: The Students with Disabilities Subgroup will demonstrate a 6% reduction in the achievement gap in grades 3-8 when compared to Students w/o Disabilities from the actual 2011-2012 student performance rate.

SY 2013: Students in the “All” category will increase Proficient/Advance performance by a minimum of 9-10 percentage points from the actual 2012-2013 student performance rate.

Achievement Gap: The Students with Disabilities Subgroup will demonstrate a 6% reduction in the achievement gap in grades 3-8 when compared to Students w/o Disabilities from the actual 2012-2013 student performance rate.

SY 2014: Students in the “All” category will increase Proficient/Advance performance by a minimum of 9-10 percentage points from the actual 2013-2014 student performance rate.

Achievement Gap: The Students with Disabilities Subgroup will demonstrate a 6% reduction in the achievement gap in grades 3-8 when compared to Students w/o Disabilities from the actual 2013-2014 student performance rate.

Quarterly Milestone Goals for Mathematics on interim assessments for “all students” group and for each subgroup for SY 2011 only (to be updated annually upon renewal of the grant).

The quarterly milestones for interim assessments for “all students” for SY2011 remain the responsibility of the current LEA, Memphis City Schools.

The quarterly milestones for interim assessments for “all students” will be reviewed using an appropriately selected data system selected by the Achievement School District Superintendent at the appropriate time. This monitoring will be used to report progress for all students and subgroup.

Frayser will operate as an ASD Achievement school starting with the 2012-2013 school year, at which time formative assessment data will be reviewed using an appropriately selected data system selected by the Achievement School District superintendent. This monitoring will be used to report progress for all students and subgroup to ensure a high probability of achieving the assessment targets on TCAP summative assessments.

Frayser Achievement school will administer formative norm-referenced assessments using the Northwest Evaluation Association-Measure of Academic Progress (NWEA-MAP) to gauge how ASD schools are performing.

Testing Cycle: Baseline data will be established with the initial administration.

<i>Baseline</i>	<i>Quarter 1</i>	<i>Quarter 2</i>	<i>Quarter 3</i>	<i>Quarter 4</i>
<i>RLA/Math grade level equivalent</i>	<i>.25 growth form baseline</i>	<i>.75 grade level growth from baseline</i>	<i>1.25 grade Level growth from baseline</i>	<i>1.5 grade Level growth from baseline</i>
<p>Annual Goals for “other academic indicator,” high school graduation rate or attendance in middle and elementary schools.</p> <p>SY 2012: N/A: Based on the approved waiver, the Priority School identification at the elementary grades will not include the additional indicator of “attendance rates.”</p> <p>SY 2013: N/A: Based on the approved waiver, the Priority School identification at the elementary grades will not include the additional indicator of “attendance rates.”</p> <p>SY 2014: N/A: Based on the approved waiver, the Priority School identification at the elementary grades will not include the additional indicator of “attendance rates.”</p>				
<p>Quarterly Milestone Goals for “other academic indicator” all students” group and for each subgroup for SY 2011 only (to be updated annually upon renewal of the grant)</p> <p>N/A: Based on the approved waiver, the Priority School identification at the elementary grades will not include the additional indicator of “attendance rates.”</p>				

Requirements for the Transformation Model (LEA must implement actions 1-11.)			
A transformation model is one in which the LEA <u>must</u> implement each of the following strategies to develop and increase teacher and school leader effectiveness :			
1. Replace the principal who led the school prior to commencement of the transformation model	The Achievement School District will engage in a nationwide recruitment and selection process to identify recruit and place proven effective leaders in each ASD Achievement School.	March –May 2015	Ash Solar, Chief Talent /Strategy Officer
2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that- a. Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high-school graduations rates b. Are designed and developed with teacher and principal involvement	This criterion is met through the 2011-2012 implementation of the new Tennessee Educator Acceleration Model (TEAM). TEAM is an important aspect of the Race to the Top initiative, and is guided by state law requiring the teacher evaluation process to include both quantitative and qualitative data. The new evaluation model requires a minimum of 50% of the teacher evaluation be tied directly to student achievement data, of which 35% is derived from the teacher effect data or Tennessee Value-Added Assessment System (TVAAS). TVAAS identifies the impact a teacher has on student growth annually. TVAAS data is available for all teachers who instruct students in a grade level that is assessed by the Tennessee Comprehensive Assessment Program (TCAP). When a teacher does not have TVAAS data, the schoolwide TVAAS data is the current metric to be used. The remaining 50% of the evaluation process is based on observation and other metrics selected by the teacher in conjunction with the principal. The new evaluation process is the result of a year-long collaboration which engaged multiple stakeholders including LEA and school practitioners. The ASD will use the teachers' evaluation results as conducted by their current building principal as well as a rigorous interview process which includes the use of	March –May 2015	Building Principal Ash Solar, Chief Talent /Strategy Officer Chris Barbic, Achievement School District Superintendent

	the on-line TeacherInsight survey. The TeacherInsight survey is a tool developed by Gallup, and it uses value-added scores to identify the talents of teachers whose students demonstrated the greatest gains. As a result, TeacherInsight is designed to identify teacher applicants whose students will achieve higher levels of success and ensure we are selecting the most effective educators possible to work in Frayser.		
3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high-school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so	The ASD will, through a gradual release mode, provide continual levels of autonomy to building level principals and teachers with demonstrated student achievement success. Further, the ASD will compensate teachers through a fair and equitable salary scale that does not minimize their contributions with specific monetary awards, but rather through respectful compensation for performance. The ASD will follow the state law relative to the evaluation of teachers, but will not hesitate to remove teachers who, after ample opportunity, fail to demonstrate success with students,	July 2012-June 2015 Monthly Review of student progress.	Building Principal ASD Regional Superintendent Ash Solar, Chief Talent /Strategy Officer Chris Barbic, Achievement School District Superintendent
4. Provide staff with ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies	<p>The ASD believes providing support to high quality teachers and school leaders will be the ultimate and critical difference between success and failure for the Achievement Schools. Consequently, Achievement Schools will participate in the Teach Plus-T3 Initiative designed to create a cadre of teacher leaders within the school building.</p> <p>Through this initiative, a critical mass, (25%) of the teachers at Frayser, representative of all grade levels and support areas, will be trained as teacher leaders by Teach Plus. The core group of teachers will receive training and ongoing support to lead their teams in the following: analyzing data, using student work to</p>	<p>July 9, 2012-May 31, 2015</p> <p>Weekly Team or Faculty Meetings</p> <p>Bi-Monthly Content Team Meetings</p> <p>Monthly Faculty Meeting</p> <p>Others as deemed necessary by school</p>	<p>Building Principal</p> <p>ASD Regional Superintendent/Designee</p> <p>T3 Teacher Leaders under the direction of a T3 Coach</p> <p>Battelle For Kids Data Coaches</p> <p>Vendors as appropriate</p> <p>Family Engagement</p>

	<p>plan instruction, being an effective facilitator and leader of teams, and leading change in an existing community. This training begins with an intensive summer institute in June and continues throughout the school year. Each school will have a T3 coach dedicated to supporting the T3 teachers throughout the school year. The goal is for T3 teachers to create strong, data-based inquiry groups that improve the effectiveness of ALL teachers in the building.</p> <p>The minimum qualifications to be a T3 Core teacher include: at least three years of teaching experience in a high poverty or urban school and a track record of effectiveness with students.</p>	staff	<p>Specialist</p> <p>Instructional Facilitator</p> <p>Other Designated School Staff</p> <p>Ash Solar, Chief Talent /Strategy Officer</p> <p>Chris Barbic, Achievement School District Superintendent</p>
5. Implement such strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the student in a transformation school	The T3 recruitment process is designed to attract effective, experienced teachers who are interested in taking on leadership roles and being part of a team of teachers in a low-performing school. T3 Core teachers will receive an annual stipend, a minimum of \$5,000.00, for their participation and extra requirements as a teacher leader.	<p>June 2012-May 2015</p> <p>Quarterly Milestone with pre-assessments in August and attainments of 8-10 percentage point growth for each student on subsequent assessments in: November 2012 February 2013 May 2013</p>	<p>Building Principal</p> <p>ASD Regional Superintendent/Designee</p> <p>T3 Teacher Leaders under the direction of a T3 Coach</p> <p>Ash Solar, Chief Talent /Strategy Officer</p> <p>Teach Plus</p>
<i>A transformation model is one which the LEA <u>must</u> implement each of the following comprehensive instructional reform strategies.</i>			
6. Use data to identify and implement an instructional program that is research-based and “vertically aligned” from one grade to the next as well as aligned with State academic	Because the ASD believes providing support to high quality teachers and school leaders will be the ultimate and critical difference between success and failure for the Achievement Schools, a primary focus		<p>Building Principal/Designee</p> <p>ASD Regional Superintendent/Designee</p>

standards	will be on schools instituting a very rigorous set of instructional strategies designed to address student needs. Frayser will utilize a ninety (90) minute Reading and Language Arts Instructional Design which will incorporate the research findings from the National Reading Panel and the National Institute For Literacy (NIFL), and a seventy-five (75) minute uninterrupted instructional block for Math daily, which will incorporate research such as from National Council of Teachers of Math (NCTM), regarding effective instruction. This research and related resources are available to teachers through the Tennessee Department of Education's Electronic Learning Center www.tnelc.org The engagement of the Teach Plus-T3 Initiative will allow teachers to implement a rigorous instructional program utilizing data and student work as anchors for improvement through weekly work sessions. Monthly vertical content team meetings will facilitate cross-grade planning and collaborative teaching opportunities.		ASD Regional Instructional Support Staff
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students	Teachers at Frayser will participate in weekly collaborative planning sessions with their T3 Teacher Leader, and Data Coaches to review data and student work, design learning targets and instructional strategies and engage in the formative instructional practices necessary to address students needs in individual, small and large group settings. Teachers will engage in the understanding and use of various classroom assessment techniques designed to determine the level of student learning on the immediate lessons taught, (e. g. exits slips, one minute summaries, etc.)	Weekly Monthly Quarterly	Building Principal ASD Regional Superintendent/Designee T3 Teacher Leaders under the direction of a T3 Coach Battelle For Kids Data Coaches Vendors as appropriate Family Engagement

			Specialist Instructional Facilitator Other Designated School Staff
<i>A transformation model is one which the LEA <u>must</u> implement each of the following strategies to increase learning time and create community oriented schools.</i>			
8. Establish schedules and implement strategies that provide increased learning time as defined in the SIG final requirements.	Frayser will structure the school day to provide multiple learning opportunities in a variety of settings, examples being; a daily ninety (90) minute reading and a seventy-five (75) minute uninterrupted instructional blocks, co-teaching, flexible grouping, double-dipping, allowing struggling students to have direct instruction in reading that exceed what is provided in the regular classroom, cross-curriculum instruction-this may include using literacy and writing strategies in other subjects, such as science and social studies so that literacy, writing etc, is a deliberate part of all classes. Additionally, support and tutoring during and after school will be provided during extended school hours. Project-based and community-based learning opportunities will also be afforded Corning students. All such activities will include literacy, numeracy and presentation components.	Monthly: September 2012-May 2015, during school calendar year.	Building Level Principal Family Engagement/Extended Learning Coordinator Instructional Facilitator
9. Provide ongoing mechanisms for family and community engagement	Frayser school will employ a Family Engagement Coordinator/Social worker to work as a liaison between families, communities and school to coordinate and support family and community engagement designed to increase student achievement. Further, an AmeriCorps*VISTA volunteer will be assigned to Frayser Elementary-full-time, to engage community and faith-based organizations in	Monthly: September 2012-May 2015, during school calendar year.	Building Level Principal Family Engagement/Extended Learning Coordinator School Counselor AmeriCorps*VISTA Staff

	partnerships designed to support student achievement by meeting both academic and social-emotional needs of students and families..		
<i>A transformation model is one which the LEA <u>must</u> implement each of the following strategies to provide operational flexibility and sustained support.</i>			
10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates	<p>All ASD schools will operate with an earned autonomy approach-continually increasing degrees of autonomy, support and accountability within their school based on increasing levels of student achievement. In order to ensure this philosophy is aligned to the requirements of the Transformation Model, the school's leadership team and staff will work with the ASD Regional Superintendent to further develop the specificity of the school's instructional program as needed.</p> <p>All ASD school leaders will participate in a two-year School Turnaround Specialist Program offered by the University of Virginia (UVA). The program is a nationally recognized partnership between the UVA Curry School of Education and the Darden School of Business. This program's focus is developing leadership skills critical to successful and sustainable turnarounds. This work is built in part on the research of Mass Insight which identifies successful, sustainable turnaround as being grounded in providing identified autonomies such as those outlined in the Transformation Model.</p>	<p>April 2012-May 2015</p> <p>Quarterly Support Sessions</p>	<p>ASD Regional Superintendent</p> <p>Ash Solar, Chief Talent /Strategy Officer</p> <p>Chris Barbic, Achievement School District Superintendent</p> <p>University of Virginia-Darden School of Business</p> <p>University of Virginia – Curry School of Education</p>
11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)	To ensure each ASD schools will receive timely support and responses, the ASD will establish a Regional Office in the Memphis. The Memphis Regional Office will be designed to rapidly respond to ASD Achievement school needs. The Regional office will be staffed with a Regional Superintendent, (identified from a National Search), supported by Academic, Operational, Finance	April- June 2012	<p>Chris Barbic, Achievement School District Superintendent & Leadership Staff Team</p> <p>Bellwether Education Partners</p>

	and Community engagement personnel. The Regional Superintendent will report directly to the ASD Superintendent and will be supported by the ASD School Support Team in Nashville. ASD schools will have access to all of the same SEA resources afforded any other school in Tennessee.		
Permissible Strategies for the Implementation of the Transformation Model <i>A transformation model is one which the LEA <u>may</u> implement any of the following required strategies to: (Strategies #12-26)</i> <ul style="list-style-type: none"> • Develop and increase teacher and school leader effectiveness • Provide comprehensive instructional reform strategies • Increase learning time and create community oriented schools • Provide operational flexibility and sustained support. 			
12. Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school			
13. Instituting a system for measuring changes in instructional practices resulting from professional development			
14. Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority	All teachers in ASD schools will be employees of the ASD and are not subject to the existing collective bargaining contract in Memphis. There are no seniority obligations within the ASD because the Achievement School District is not obligated to offer tenure. From a human capital standpoint, ASD schools will operate much like a charter school. Additionally, ASD schools will recruit, select, and retain only the highest quality staff members (those identified as Level 4 or 5 teachers). In the event, the ASD is forced to hire a teacher below Level 4 due to a lack of qualified applicants; the ASD will not place the teacher in a core content subject area. New teachers	March-June 2012	ASD Regional Superintendent Building Principal Ash Solar, Chief Talent /Strategy Officer Chris Barbic, Achievement School District Superintendent

	who fail to earn a score of 3+ in their first two years or experienced teachers who score less than a 3 on the evaluation system will be released from the ASD.		
15. Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective			
16. Implementing a schoolwide “response-to-intervention” model			
17. Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content	The Teach Plus T3 initiative, Data Coaches and school leaders will engage all teachers in the process of effectively using data to improve student outcomes. Students with Disabilities and English Language Learners will be provided with a varied portfolio of learning opportunities which includes both inclusion and direct service as required by their Individual Education Plan (IEP) or 504 Plans. The school will include specialty teachers in the T3 initiative in order to provide for a comprehensive and cohesive approach to teaching and learning for all teachers and students. Professional development in co-instructional strategies, classroom management and procedures will also be provided to all teachers. This will allow teachers to share their strengths and knowledge with each other, for example, Special Education teachers who are adept at differentiating instruction, would share strategies with a general education teacher. In turn the general education teacher may share their in-depth knowledge of a content subject with a special education teacher who may be more of a generalist. This process builds internal capacity within the staff.	June 2012-May 2015 Weekly Monthly Quarterly	Building Principal ASD Regional Superintendent/Instructional Support Staff T3 Teacher Leaders under the direction of a T3 Coach Battelle For Kids Data Coaches Vendors as appropriate Family Engagement Specialist Instructional Facilitator Other Designated School Staff
18. Using and integrating technology-based supports and interventions as part of the	Frayser will integrate technology-based support and interventions into the instructional program based on	June 2012-May 2015	Building Principal

instructional program	<p>student and teachers academic and non-academic needs as identified by the data. Technology support for learning will include, but not be limited to extended opportunities to students which may otherwise not be available because of personnel constraints, (e.g. foreign languages, tutoring, personal and social skills development, etc. Again, all ASD schools will operate with earned autonomy, support and accountability. Therefore each school leader and staff will further develop the specificity of the school's instructional program as needed to improve student outcomes.</p>	<p>Weekly Monthly Quarterly</p>	<p>ASD Regional Superintendent/Regional Instructional Support /IT Staff</p> <p>Saumil Shah, ASD Data/IT Director</p> <p>Bob Nardo, ASD Chief Operating Officer</p> <p>T3 Teacher Leaders under the direction of a T3 Coach</p> <p>Battelle For Kids Data Coaches</p> <p>Identified vendors as appropriate</p> <p>Family Engagement Specialist</p> <p>Instructional Facilitator</p> <p>Other Designated School Staff</p>
<p>19. In secondary schools-- (a) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement or International Baccalaureate; or science, technology, engineering, and mathematics courses,</p>	<p>A-C Not Applicable</p> <p>D-Frayser Elementary is a PreK-6 school. ASD schools will use an Early Warning Data System to track leading indicators designed to optimize our student's opportunities for success in each grade. This will</p>	<p>June 2012-May 2015</p> <p>Weekly Monthly Quarterly</p>	<p>Building Principal</p> <p>ASD Regional Superintendent/Designee</p> <p>Battelle For Kids Data</p>

<p>especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework</p> <p>(b) Improving student transition from middle to high school through summer transition programs or freshman academies</p> <p>(c) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or</p> <p>(d) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate</p>	<p>ensure each student receives the support needed to ultimately graduate from high school college and career-ready. Bases on the research of EdTrust, graduation from high school begins in pre-kindergarten. The research from Robert Belfantz at Johns Hopkins on the Drop-out Factories indicates that potential high school dropouts can be identified as early as fourth grade by tracking academic and non-academic factors such as reading and math success, student attendance and behavior. The ASD will work to address these early to ensure students stay on grade level and begin middle and high school on grade level.</p> <p>ASD schools will also focus on early identification as an intervention with students through the addition of a second pre-Kindergarten Class at Frayser Elementary. The added PreK class is designed to serve all four year olds living in the school zone. This will increase the probability that Frayser Elementary students will enter Kindergarten ready to learn and decrease the achievement gaps among students in Kindergarten.</p>		<p>Coaches</p> <p>School Counselor</p> <p>Family Engagement Specialist</p> <p>Instructional Facilitator</p> <p>Other Designated School Staff</p>
<p>20. Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs</p>	<p>Frayser will engage with parents, families, community-based organizations and faith-based organizations through the work of a Family Engagement Coordinator and a full time AmeriCorps*VISTA Volunteer. The focus of this initiative will be to build sustainable partnerships that will meet the academic, social and emotional needs of students and families at Corning Elementary.</p>	<p>July 2012-May 2015</p> <p>Weekly Monthly Quarterly</p>	<p>Building Principal</p> <p>ASD Regional Superintendent/Designee</p> <p>Battelle For Kids Data Coaches</p> <p>Family Engagement Specialist</p>

			School Counselor Instructional Facilitator Other Designated School Staff
21. Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff	Frayser will engage students in additional learning opportunities by extending the learning time and opportunities for students beyond the current school day. The current school day at Frayser Elementary ends at 2:15 PM. Time will be added to the school day by the ASD. The school day will be extended to 4:30 p. m. This will extend the school day up to 1.5 hours daily. The ASD will offer multiple learning opportunities designed to meet academic and non academic needs of our students. ASD Achievement schools will provide multiple learning opportunities for teachers during the extended school hours through flexible scheduling.	June 2012-May 2015 Weekly Monthly Quarterly	Building Principal ASD Regional Superintendent/Designated staff T3 Teacher Leaders under the direction of a T3 Coach Battelle For Kids Data Coaches Family Engagement Specialist Instructional Facilitator Other Designated School Staff
22. Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment	Frayser will also use data to identify student behavior and will address student discipline through a school-wide behavior management program designed to help students take personal ownership and responsibility for their behavior. Successfully implementing this program will be critical to developing a top-notch	June 2012-May 2015 Weekly Monthly Quarterly	Building Principal ASD Regional Superintendent/Designee Family Engagement

	school culture marked by mutual respect and acceptance between students and staff.		<p>Specialist</p> <p>Instructional Facilitator</p> <p>Other Designated School Staff</p>
23. Expanding the school program to offer full-day kindergarten or pre-kindergarten	Frayser currently houses one voluntary PreK class to serve at-risk four year olds. Frayser elementary will establish an additional PreK class designed to serve all four year old students in the school zone regardless of status. The Kindergarten enrollment at Frayser Elementary more than doubles the PreK enrollment which identifies there is a population of four year olds in the community that do not currently have access to this PreK service.	<p>July 2012-May 2015</p> <p>Weekly Monthly Quarterly</p>	<p>Building Principal</p> <p>ASD Regional Superintendent/Staff</p> <p>Family Engagement Specialist</p> <p>Instructional Facilitator</p> <p>Other Designated School Staff</p>
24. Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA	Frayser will be operating as an Achievement School within the newly-formed Achievement School District. The ASD Superintendent reports directly to the Commissioner of Education.	<p>June 2012-May 2015</p> <p>Weekly Monthly Quarterly</p>	<p>Legislation TCA. 49-1-416 established and authorized the Achievement School District as an entity of the Tennessee Department of Education, giving the Commissioner of Education the authority to remove Priority Schools from the Local Education Agency and placing them in the Achievement School District for a minimum of five (5) years.</p>

25. Implementing a per-pupil school-based budget formula that is weighted based on student needs	N/A		
Transformation Pre-Implementation Activities Please note: The activity categories listed below are not an exhaustive or required list. Rather, they illustrate possible activities that the LEA may list, depending on the needs of the school.			
<p>Pre-Implementation Activities: Pre-Implementation allows the LEA to prepare for full implementation of a school intervention model at the start of the 2012-2013 school year. To help in its preparation, an LEA may use federal FY 2010 SIG funds in its SIG schools after the LEA has been awarded a SIG grant for those schools based on having a fully approvable application consistent with SIG final requirements. To help in its preparation, as soon as it receives the funds, the LEA may use part of its first-year allocation for SIG related activities in schools that will be served with federal FY 2010 SIG funds.</p> <p>Activities must align to schools' needs assessment and requirements of the intervention model; represent change; be reasonable, necessary, and allowable; be researched-based; and be implemented prior to the beginning of the 2012-2013 academic school year.</p> <p><u>Activity Categories with Sample Activities:</u> <i>Family and Community Engagement:</i> Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey students and parents to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail; assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing the closure model.</p>		<p>In a list format, provide a description of how the LEA will use federal FY 2010 SIG funds in its newly identified SIG schools. Include the cost for each activity. Items in this section must be included in the Budget/Budget Justifications.</p> <p>In a list format, provide a brief description of each pre-implementation activity. Each activity must support a TSIPP goal and action step and must be included in the school's budget and budget justification</p> <p>Pre-Implementation Activities Activity #1- Teach Plus T3- Summer Institute <i>Goal: Improved Reading/Math</i> <i>Participants: 25% of School Staff (9)</i> <i>T3 staff salaries, benefits, national and local support:</i> \$60, 323.50 <i>Recruitment, selection, Summer Institute Training:</i> <i>Total Cost \$42,660.00 Cost- includes travel expense.</i> <i>Total \$ 97,983.50</i></p> <p>Activity #2 <i>Common Core training and Curriculum Map Development</i> <i>Stipends, materials and supplies to develop curriculum maps and scope & sequence guides in RLA, Math and Science. \$35,000.00</i></p> <p>Activity # 3 <i>The Development of the ASD Early Warning System and</i></p>	

<p>Rigorous Review of External Providers: Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity (see C-5); or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model.</p> <p>Staffing: Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.</p> <p>Instructional Programs: Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2012-2013 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments.</p> <p>Professional Development and Support: Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school's comprehensive instructional plan and the school's intervention model; provide instructional support for returning staff members, such as classroom coaching, structured common planning time, mentoring, consultation with outside experts, and observation of classroom practice, that is aligned with the school's comprehensive instructional plan and the school's intervention model; or train staff on the new evaluation system and locally adopted competencies.</p> <p>Preparation for Accountability Measures: Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools.</p>	<p><i>identification and acquisition of a Formative Assessment System, such as The Achievement Network</i></p> <p><i>Total Cost: =\$35000.00</i></p>
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<p>Professional Development:</p> <p>Ongoing professional development, including job-embedded training designed to build capacity and support staff, is an integral part of successful school reform. While no specific amount of SIG funds are required for professional development, plans for professional development to be provided through SIG must be included in TSIPP Component 4 (goals, actions steps, and implementation plans). This includes literacy and mathematics training for the staff unless the school demonstrates proficiency in this area.</p> <p>Who in the LEA will ensure implementation of professional development plans with SIG funds? ASD Regional Superintendent & Building Level Principal.</p> <p>Provide this school's PD plan including topics and projected dates. See Attachment</p>	

APPENDIX 1

Revised Tennessee School and District Improvement Plan Template

The final plan should be no longer than four pages.

School:	Frayser Elementary School	
District:	Achievement School District	
Analysis of last year's final results:	Areas of Greatest Progress:	Areas of Greatest Challenge:
	<p>Proficient/Advanced IMPROVEMENTS</p> <p>All Frayser Elementary School students showed gains in RLA. Their proficiency rate for 2011 increased by 4.2%. The subgroup making the most gains was SWD that went from 9.3% in 2010 to 16.7% in 2011. These figures represent gain of 7.4%. Females (16.0 %) had a greater gain than males (13.4 %). The RLA Value-Added Performance showed improvement for their 3-year average score. Relative to Value-Added in RLA, all grades demonstrated positive movement, with the sixth grade showing the greatest gains. They moved from -4.0% to 7.7% for a gain of 11.7%.</p> <p>Value-Added Performance for grade four increased from -3.6 to 1.4 representing upward movement of 5%.</p> <p>Value-Added Performance for grade five increased from 4.0 to 4.4 representing upward movement of 0.4.</p> <p>Value-Added Performance for grade six increased from -6.6 to 1.3 representing upward movement of</p>	<p>Proficient/Advanced SETBACKS</p> <p>The female subgroup experienced a -2.4% slippage in proficiency in mathematics.</p> <p>Grade 5 improved in RLA, but their scores still remained in the negative range of -2.6 to -0.2.</p> <p>The data across all contents and grades reflect the All Every Test Taker (ETT) category and is considerably below the state benchmark.</p> <p>NOTE: New goals will align with the Approved Waiver from the USOE.</p>

	<p>7.9.</p> <p>According to Value-Added scores, grade six had the greatest gains.</p> <p>Frayser had gains in math, but to a lesser degree with an overall gain of 1.6 %. All subgroups except the females showed slight but positive gains. While the three year value-added performance score for the school was a -0.5, math value added performance gains were positive for all grades 4-6.</p>	
	<p>Source of Progress</p> <p>Students in grade six at Frayser Elementary School have made gains in RLA and Mathematics. Gains in RLA Proficiency resulted in significantly more positive results than in math. While strong gains were made in RLA, it was not enough to yield one year's growth outcome for any of the tested grades. Gains for these grade levels may be attributed to the following: 1) Based on the previous TSIP information, Frayser Elementary school provided support for student growth through a variety of strategies. Notably, teachers used formative instruction-Discovery Education- to guide instruction. Teachers reviewed student results of each administration for the purpose of collaborating and sharing strategies to improve. Other programs included AIMSweb, an assessment and web-based data management system designed to screen, benchmark and progress monitor basic academic skills in reading and math for grades K-6; Pre-K uses Brigance Diagnostic Inventory of Early Development II to determine a beginning baseline assessment; Headsprout, an online phonics based early reading</p>	<p>Source of Challenge:</p> <p>In order to maintain and increase the growth experienced by all grade levels, students at Frayser would benefit greatly from more focused implementation of instructional strategies.</p> <p>NOTE: The theory of action for all ASD schools is that change–improvement happens at the school/classroom level; therefore ASD will provide its leaders and schools with the autonomy to do the work as identified, using the mechanisms deemed necessary and hold them accountable for the results.</p> <p>This School Improvement Plan is developed under that theory and requires that much of the specificity with which the school program is designed should be developed at the school level by the school personnel who will be responsible for the implementation and who will be held accountable for the results. Therefore, each school will work to further develop sub-level strategies and activities to effectuate this school improvement plan.</p> <p>The Achievement School District believes that it is critical to have the best teachers and the greatest effective leaders in front of every child. Secondly, it is critical to provide high quality, focused professional development focused on knowing what we want students to learn, knowing whether or not they are learning it and</p>

	<p>program for grades one-three were used in different ways. EdPlan required teachers to complete a STAR report identifying student's learning style, areas of concern, and classroom accommodations. Additionally, teachers met with parents, counselors and the principal three times per year to review progress.</p> <p>Further, Frayser implemented a 90 minute and a 75 minute instructional block for Reading/Language Arts and math K-6 respectively. The school's academic program was supported through the following resources: Prioritized curriculum maps with curriculum guides, lesson plans, six weeks scope and sequence framework aligned with the State approved Curriculum Standards. Technology support included AIMSweb, Headsprout, Discovery Education, Reading Plus, Destination Math, Destination Reading, Reading Plus, PreSchool, ESL Program, CAPStone, Stanford LAW, and Stanford Math. Other resources include formative assessment practices and professional development, mentoring for teachers at various levels, and extended learning time to offer students multiple opportunities for achievement. Learning was also supported through technology via networked computers and SMARTBOARDS.</p>	<p>having a plan to address the situation when students are not learning adequately. This will be a driver of the work at Frayser Elementary School. Further, the ASD believes improvement will result from a strong focus on fewer goals with high leverage strategies designed to address multiple areas of needs. Therefore ASD schools will focus on improvement, rather than change, in the following areas: academics, teaching and learning culture and family engagement.</p>
Goals for this school year:	<p>Overall Achievement Goals: Aligned to First to the Top Goals on State assessments for "all students" group and for each subgroup and with the approved Accountability Waiver.</p>	
	<p>Annual Goals for Reading/Language Arts</p> <p>SY 2012: Students in the "All" category will increase Proficient/Advance performance by a minimum of 6-10 percentage points from the actual 2011-2012 student performance rate.</p> <p>SY 2013: Students in the "All" category will increase Proficient/Advance performance by a minimum of 8-10 percentage points from the actual 2012-2013 student performance rate.</p>	

	<p>SY 2014: Students in the “All” category will increase Proficient/Advance performance by a minimum of 8-10 percentage points from the actual 2013-2014 student performance rate.</p> <p>Annual Goals for Mathematics:</p> <p>SY 2012: Students in the “All” category will increase Proficient/Advance performance by a minimum of 6-10 percentage points from the actual 2011-2012 student performance rate.</p> <p>SY 2013: Students in the “All” category will increase Proficient/Advance performance by a minimum of 8-10 percentage points from the actual 2012-2013 student performance rate.</p> <p>SY 2014: Students in the “All” category will increase Proficient/Advance performance by a minimum of 8-10 percentage points from the actual 2013-2014 student performance rate.</p>
	Subgroup Goals: (List each subgroup individually)
	Achievement Gap: The Students with Disabilities Subgroup will demonstrate a 6% reduction in the achievement gap in grades 3-8 when compared to Students w/o Disabilities from the actual 2012-2013 student performance rates.
	Other Required Goal Areas: NA (Attendance no longer required-Elementary School)
	<ol style="list-style-type: none"> 1. Improve the school culture by increasing the percentage of teachers who believe Frayser Elementary is a good place to work and learn from 46.2 % to 85 % in 2012-2013 school year. 2. Increase the percent of parents /guardians perceived to be supportive of teachers and contributors to the success of their students from 55.6 to 85% in the 2012-2013 school year.
Plan for this school year:	Key strategies to achieve goals:
	<ol style="list-style-type: none"> 1. All students will be given MAP in RLA and Math to support appropriate entry into the learning and to establish a baseline from which to measure progress. 2. A core group of teachers (T3) will receive support in leading their teams in analyzing data and student work to plan instruction, being an effective facilitator and leader of teams, and leading change in an existing community. 3. Weekly common grade level meeting led by T3 teacher leaders to analyze data and student work to plan instruction review/relearn/learn content with appropriate pedagogy for grade level common core content in mathematics and RLA. Alternate weeks for each content teacher across grades.

	<ol style="list-style-type: none"> 4. Weekly common grade level meeting led by a data coach and school instructional teacher leaders to review/relearn/learn content with appropriate pedagogy for grade level common core content in mathematics and RLA utilizing <i>Formative Instructional Practices</i> to support general education, SWD and ELL learning; supported by technology as appropriate. Alternate weeks for each content area. 5. Develop Curriculum Maps and Scope and Sequence guides in RLA, Math and Science to navigate instruction grades K-6. 6. Use formative assessment to track and use the data to meet individual student needs. 7. Academic Interventionist will work with students scoring basic and below basic to address basic skills gaps. 8. Establish an additional PreK classroom, with appropriate resources, to serve all four old students zoned to Frayser, regardless of at-risk status
	Key strategies to achieve progress for students with the greatest need:
	<ol style="list-style-type: none"> 1. Frayser Elementary School will employ a Family Engagement Coordinator to develop, engage and coordinate partnerships between, families, community-based organizations, faith-based organizations and AmeriCorps/VISTA Volunteer to improve student outcomes in both academically and non-academically. 2. Frayser's faculty and staff will participate in Professional Development to foster creating a culture of high performance. This should be Research-Based and designed to address the learning environment from the perspective of adult behavior. Ongoing focus on improving student learning via improving the learning environment will serve to extend embedded practices that improve culture.
	Projected costs and funding sources for key strategies:
	<p>Strategy 1: Baseline assessments in RLA and Math with assessment reports (incorporated into Strategy #6)</p> <p>Strategy 2. Pre-Implementation: Yr. 0: <i>This includes recruitment, selection, Summer Institute Training, Travel, and embedded professional Development throughout the year, an FTE on-site coach and stipend for teachers.</i> Cost=\$97,983.50. Cost Yr.1=\$206,129.00.</p> <p>Strategies 3 and 4 will not require additional funding as common planning is already in place at Westside Middle School. Personnel to provide the content training, planning meeting strategies and data are in place.</p> <p>Strategy 5. Common Core Instruction-training, stipends, materials and supplies to develop curriculum maps and scope & sequence guides in RLA, Math and Science. \$35,000.00.</p>

	<p>Strategy 6. Securing Formative Assessment from a reputable vendor that has undergone a rigorous process, such as Achievement Network, Pearson, or Discover Education to provide quarterly assessments, electronic scoring and professional development for staff to administer and interpret data: \$35,000.00</p> <p>Strategy 7. Academic Interventionist(2)will work with students scoring basic and below basic to address basic skills gaps-\$147,728.20</p> <p>Strategy 8. Establish an additional PreK classroom to serve all four old students zoned to Corning, regardless of at-risk status-\$73,639.10</p> <p>Strategy 9. Requires a FTE Family Engagement Specialist,/cost of mileage, supplies, equipment , electronics, and necessary resources to support the work inclusive of the AmeriCorps*VISTA service provider, and mileage. \$150,000.00</p>	
Benchmarks for Progress	Benchmark:	Timeline:
	All Curriculum Maps and Scope & Sequence Guides will be fully developed, printed, distributed and all teachers trained for implementation in appropriate subject and grade.	July-2012-August 1, 2012
	Baseline assessments administered to all students in RLA and Math, learning needs identified.	August 2012
	All teachers grades K-8 will review / learn / relearn all content required for common core standards (done by grade level); ASD content specialists will assure that all teachers in the session understand the content and can use pedagogy appropriate to the content and grade level.	Weekly meetings throughout the school year; content specialists meet with district and principal quarterly to review progress and determine teachers and address teacher needs.
	Common grade level meeting led by T3 Teacher Leaders to analyze data and student work to plan instruction for grade level common core	July 1, 2012- May 31, 2013 Initial session prior to August 1, 2012. Weekly meetings throughout the school year; T3 Teacher Leaders under

	content in mathematics, RLA and science.	the direction of a T3 Coach leads grade-level and content team sessions. Alternate week sessions for each content teacher across grades.
	Data training includes T3 Data training, Battelle for Kids Formative Instructional Practices and Tennessee Value Added Data Training. Data training will be connected to student work, learning targets and understanding and using data reports. It will be lead by the T3 teacher leaders, BFK Data Coaches and ASD regional staff.	Initial in-service: general data use training August. Sessions will occur throughout the year, including individual, small group and whole group sessions.
	Select a formative assessment that aligns with the common core; train the staff on the administration and use of the data produced; administer quarterly formative assessments and use the data to determine tutoring and other needs.	August: Select formative Assessment, e. g. Achievement Network with Sept: PD for staff Formative assessments quarterly.
	5. Conduct an analysis of time/scheduling, develop and institute Extended Learning opportunities for all students.	August: Revise schedule as appropriate to initiate Extended learning sessions beginning September 1, 2012, based on baseline test results. December: Review intervention and their impact on student achievement and make any necessary modifications.

NOTE: All ASD schools will operate with autonomy, support and accountability, therefore each school leader and staff in keeping with the requirements of the Transformation Model, will further develop the specificity of the school's instructional program as needed to implement this SIP based on student and school data.

Frayser Elementary School Professional Development Plan

Rationale: Because each ASD school will be newly staffed by a combination of new and veteran teachers working together for the first time and in a new more challenging environment, it is critical that appropriate support and guidance is provided to each of the ASD Achievement Schools. The primary and most important support ASD can and will provide for its school, are intensive efforts to attract, recruit, select, induct, develop, and retain high quality human capital for each it's of schools from local, state and national landscapes. Therefore, teacher pipelines for ASD schools will include both Teach For America (TFA) and the Teach Plus-T3 Initiative, in addition to the traditional Teacher Education programs

from institutions of higher Education. Because each of these pipelines endorse different pedagogical principles and provide an established set of routines and structures to support its' teachers, the goal of the PD in the ASD school will be designed to acculturate all staff to a common set of systems and structures and expectations for the school to establish a high quality teaching and learning environment that will serve as an umbrella for their respective programs.

Culture and Climate: To begin this work all three (3) Achievement Schools will engage in professional development initiatives designed to set the stage for and build a high performing learning environment. The initial focus will be professional development designed to create a high performing teaching and learning culture. This initiative will engage the entire faculty and staff. Turning around schools will require a culture of collective responsibility and collective accountability.

Instructional Program: Each school leader and their respective Leadership Team will create an instructional program that will use research-based strategies such as structured ninety (90) minute Reading/Language Arts instructional blocks and sixty-seventy-five (60-75) minutes Math Instructional blocks designed to ensure student learning outcomes meet or exceed state standards. The school team, once in place, will provide the specificity of such professional development, in keeping with the ASD Theory of Action, autonomy, support and accountability. Science and Social Studies blocks in each school should include direct instruction, a minimum of ninety (90) minutes per week, as well as be integrated into the ninety (90) minute literacy block and 60-75 minute numeracy instructional blocks.

Professional Development

The ASD schools will implement the Tennessee State Standards/Common Core in reading/language art, math, science and social studies.

- Teams of Teachers (Teaching and Learning Teams) representative of each grade level and content from the three Achievement Schools will participate in all state sponsored training in the West Tennessee area.
- Working with ASD Regional and State Instructional staff, these teams will work to create a Curriculum Map which is vertically aligned from K-8 in RLA, Math and Science. The teams, along with ASD Regional and State Instructional staff will provide training to all teachers in their respective schools.

- These teams will collaborate with the school leader and Leadership Team to create a PD plan which supports integrated teaching and learning across the curriculum with an emphasis on writing throughout the school year.
- Each school principal, T3 Teacher Leaders, Instructional Facilitator and assigned Data Coach will participate in Formative Instructional Practice Training and Tennessee Value-Added Assessment Training prior to school opening and throughout the year.

The following is a skeletal framework of Professional Development and is provided as a preliminary list of activities, because ASD schools leaders will be provided guided autonomy for programming, time, staff, and budget per Mass Insight research as the school staffing is actualized. Each school staff will build out their PD calendar from this framework which is provided as minimum set of expectations for each school. The two key levers used throughout ASD schools as constants will be high quality school leaders and teachers and the use of data to drive improvement.

Achievement School District Achievement Schools Professional Development Framework

Professional Development Providers	Teach Plus-T3	TFA	ASD	TDE	Assessment Vendor
Professional Development	<ul style="list-style-type: none"> • Using Data • Analyzing Student Work • Designing Instruction • Coaching Colleagues for Change 	Development of Corps members identification, selection, and use of assessments and engagement in instructional practices	BFK: Tennessee Value –Added Assessment System and Battelle For Kids Formative Instructional Practice	Common Core K-8 Math:	Formative Assessment

Timeline	June 2012-May 2015	Spring 2012-Ongoing	August 2012-Ongoing	July-2012-Ongoing	August 2012-Ongoing
Descriptor	T3 teachers receive support in leading their teams in analyzing data and student work to plan instruction, being an effective facilitator and leader of teams, and leading change in an existing community. This training begins with an intensive summer institute and continues throughout the school year with a coach in each school dedicated to supporting the T3 teachers and ongoing professional development for the T3 team. The goal is for T3 teachers to create strong, data-based inquiry groups that improve the	Structures designed to ensure students meet one of the following three goals: move student learning forward by 1 ½ grade levels, close the achievement gap by 20 percent or ensure 80% of students meet grade level standards. Support/engage Corps members in an Intensive Summer institute, ongoing observation and support as well as online support with access to resources and opportunities.	TVAAS-3 day initial Training: August 2012 Formative Assessment Practice- 2 day initial Training: August 2012. Ongoing-Creating schools where Everyone— teachers, principals, students, and parents— understand the importance of formative instructional practices and uses them to guide student learning. Creating Schools where everyone embraces formative instructional	Work with ASD Regional Instructional Support and ASD State Instruction Support Staff to develop Standards-Based Curriculum Maps, and Scope and Sequence guides to navigate instruction in K-8.	Formative Assessment Review and understand and utilize Formative Assessment Reports as generated by Assessment System. Use Formative Assessment reports as predictors of Summative Assessment Results

	effectiveness of ALL teachers in the building.		practices as part of its culture. Tennessee Value Added Assessment- 4 Days- Understanding Value-Added Growth Content Instructional Framework: R/LA- 90 minutes Reading Blocks 60 minutes Math		
Learning teams must coordinate to ensure cohesive, comprehensive, and consistent implementation.					

Appendix H-SCHOOL COVER SHEET - Transformation Model

School Name: Westside Middle School Address:	District Point of Contact (POC) Name & Position: Dr. Gwendolyn L. Watson Chief, Policy & Compliance, Achievement School District Nashville, TN, 37207 Phone#: 615-532-4710 Email Address: Gwendolyn.watson@tn.gov	
School Number: 0754	Number of Students Enrolled (SY 2011-2012): 506	
Grade levels enrolled (SY 2011-12):		
Year the school entered school improvement status: Summer 2010	Tier Level Tier I <input checked="" type="checkbox"/> _____ Tier II _____ Tier III _____	
Principal's Name SY 2012-13: (Indicate <i>TBD</i> if unknown at this time.) TBD Phone # 901-416-3700 Email Address:	School Improvement Status _____ Good Standing _____ School Improvement 1 <input checked="" type="checkbox"/> School Improvement 2 _____ Corrective Action _____ Restructuring 1 _____ Restructuring 2/ Alt. Governance _____ State/LEA Reconstitution	
Title I Status: <input checked="" type="checkbox"/> Schoolwide Program _____ Targeted Assistance Program _____ Title I Eligible School	Intervention Model Selected (Tier I or II, III) <input checked="" type="checkbox"/> Transformation Model	
Waiver Request(s): _____ Requested for this School <input checked="" type="checkbox"/> Not Requested for this School	Amount the LEA is requesting from SY 2012-13 School Improvement Funds for the next three years for this school*: * Each year--not to exceed \$2 million	
	Pre-Implementation Activities Year 1	\$1000,000.00
	Year 1: SY 2012-13 excluding pre-implementation	\$1,182,253.89
	Year 2: SY 2013-14	\$793,057.84
	Year 3: SY 2014-15	\$738,057.84
	Three Year Total Budget	\$2,813,369.57

School Level Descriptive Information

School Comprehensive Needs Analysis:

Using the analysis of the data in the areas below, provide a summary and conclusion for each of the areas as indicated.

Using the needs assessment, each LEA is required to select an intervention for each school.

Name: Westside Middle School			Tier: I	Intervention Model: TRANSFORMATION
Provide a minimum of two years of data where indicated.			Provide a summary of existing and current needs.	
1. Student Profile Data	2009-10	2010-11	Westside Middle School currently has 548 students. Three main subgroups: African American, Economically Disadvantaged, and Students with Disabilities. There are 527 (96.2%) African American students, 522 (95.3%) Economically Disadvantaged students, and there are 92 (16.7%) Students with Disabilities.	
Total student enrollment	430	519		
Grade level enrollment	7-230 8-200	6-66 7-239 8-214		
Number of students in each subgroup (List applicable subgroups below)	W-11 H-3 B-415 A-1 ED-420 LEP-2 SWD80	W-14 H-5 B-499 A-1 ED-510 LEP-6 SWD-101		
Mobility % - Entrants, Withdrawals	E-155 W-127	E-123 W-141		
Attendance %	93.4	92.9		
Suspensions	228	195		
Expulsions	33	24		
Dual enrollment and/or Advance Placement enrollment	NA	NA		
Graduation Rate	NA	NA		
2. Staff Profile Data				
Principal	3			

Length of time in position																					
Teaching Staff Number and % of experience in profession 1. 6-10 years 2. 11-15 years 3. 16-20 years 4. 21+ years	<p>There are 41 credentialed staff members, including one Principal, one Assistant Principal, one Guidance Counselor, one Media Specialist, one Parent Counselor, one Title I Instructional Facilitator, 27 classroom teachers, and two teachers on special assignment. Westside Middle School’s staff is 98% African-American, 2% Caucasian, 66% female and 34% male. Fifty three percent of the faculty has a Masters degree or higher, including four Specialist Degrees. <u>All staff members are Highly Qualified in their areas of teaching.</u></p> <p>Teacher’s years of experience range from first year teacher to thirty years of experience. In addition to certified staff, Westside Middle School has two educational assistants for special needs students, three secretaries, three custodial workers, one custodial manager, six cafeteria employees, one cafeteria manager, one full-time Memphis City Schools’ security officer, and two part-time nurses.</p> <p>In an effort to increase academic achievement and reduce class sizes for maximizing student learning, additional staff members are needed in order to institute a change in instructional practices.</p> <table><tr><td>Years of Experience</td><td>0-4</td><td>5-9</td><td>10-14</td><td>15-19</td><td>20-24</td><td>25+</td></tr><tr><td># of Teachers</td><td>7</td><td>2</td><td>17</td><td>5</td><td>5</td><td>3</td></tr></table>							Years of Experience	0-4	5-9	10-14	15-19	20-24	25+	# of Teachers	7	2	17	5	5	3
Years of Experience	0-4	5-9	10-14	15-19	20-24	25+															
# of Teachers	7	2	17	5	5	3															
	<table><tr><td></td><td colspan="6"></td></tr></table>																				
Teacher attendance rate	2009-2010 93.5	2010-2011 96																			
Teacher evaluation composite data for tested subjects and grades		2010-2011 Level 5	TVASS COMPOSITE DATA ATTACHED																		
Teacher observation data			The general trend of current observational data indicates that the average performance overall ratings are between approximately 3.65.																		

3. Student Achievement Data	2009-2010	2010-2011	
Reading/Language Arts			
“Every test taker” (ETT) category	7.5	9.8	
Subgroups: Economically disadvantaged students, Special education students English Language Learners (ELL) Race/ethnicity subgroups Gender	ED-7.4 SWD-11.3 ELLN/A W-25.0 H- N/A B-7.2 A-N/A M-6.8 F-8.2	ED-9.6 SWD-14.4 ELL- 16.7 W-14.3 H- 20.0 B-9.6 A-N/A M-8.1 F-11.9	<p>Westside Middle School failed to meet AYP in 2010-2011 and, as a result, has now been placed in School Improvement 2 status. The school met the AYP requirements for attendance, as did each individual cell. However, neither the school, nor any individual cell, met the AYP benchmark for Language Arts or Math.</p> <p>For the 2010-2011 school year in Reading and Language Arts, 3.4% of students scored Advanced and another 20.2% scored Proficient, while 36.4% scored Basic and 40% scored Below Basic. Scores for the African American and Economically Disadvantaged cells mirrored that of the school. For Students With Disabilities, 2.7% scored Advanced and 21% scored Proficient, while 17.2% scored Basic and 59.1% scored Below Basic.</p> <p>Westside Middle school’s current needs are that of a turnaround model that encompasses strategies, technological integration, high quality teachers, professional development, rigorous instruction and community engagement and support.</p>
Mathematics			
“Every test taker” (ETT) category	22.6	10.2	
Subgroups: Economically disadvantaged	ED-19.0 SWD-23.1	ED-9.9 SWD-16.2	On the Math section of the 2011 TCAP, 1.6% of students scored Advanced, 8% scored Proficient, 30.1% scored Basic, and 60.3% scored Below Basic. Scores

students, Special education students English Language Learners (ELL) Race/ethnicity subgroups Gender;	ELL-17.6 W-50.1 H- 24.5 B-19.4 A-N/A M-21.8 F-23.4	ELL- 16.7 W-12.5 H- 20.0 B-10.0 A-N/A M-8.6 F-12.1	for the African American and Economically Disadvantaged cells mirrored that of the school. No Students With Disabilities scored Advanced, 9.1% scored Proficient, 29.9% scored Basic, and 61.0% scored Below Basic. Westside Middle school's current needs are that of a turnaround model that encompasses strategies, technological integration, high quality teachers, professional development, rigorous instruction and community engagement and support.
ACT scores (if applicable)	NA	NA	
4. School Culture and Climate	<p>Provide a summary of existing status and current needs.</p> <p>Teachers at Westside feel like they are treated as professional teachers. They are treated as experts in their field and they are trusted in leadership positions. <u>Westside also has a process for making group decisions.</u></p> <p>Westside school has a shared vision. There is a culture of trust and mutual respect between faculty and administration. Teachers feel recognized for their accomplishments and supported in their struggles and concerns.</p>		
TELL Survey Analysis School Safety Student Health Services Attendance Support	<p>Tell Tennessee Survey</p> <p>An anonymous online survey called Tell Tennessee is administered every other year to every school in the state. This survey measures the climate of the building and how teachers perceive their work environment. Westside received its own data, along with the average for Memphis City Schools and the state of Tennessee.</p> <p>With regard to "time," teachers report that class sizes negatively affect their ability to reach our students, more so than</p>		

<p>Social and Community Support</p> <p>Parent Support</p>	<p>the state or the district. However, Westside provides far more time for collaboration.</p> <p>As for “facilities,” teachers report having more access to materials, better access to communication tools, and more support personnel. They are also more pleased with the space provided. However, internet access and reliability is below that of the state. With recent installation of wireless internet and the addition of more (and newer) computers into our classrooms should help alleviate that concern.</p> <p>Westside parents play a much smaller role in the decision-making processes at the school, but there is far more communication between school and home and our parents are far more likely to know what is going on in the building than most in the district or state. There is also less support from the community. However, our recent partnerships formed with Stand for Children and the Frayser Exchange Club, among others, should help to alleviate some of the concerns. Stand for Children has already proved very helpful in getting our parents involved.</p> <p>When it comes to managing conduct and behavior issues, our students understand our expectations and there is consistency in dealing with issues from both teachers and administration. Teachers at Westside also feel like they get the support they need to be effective. Westside is felt to be safer as well.</p> <p>Professional development is seen as being of great value at Westside. More time and resources are devoted to teacher growth and there is more follow-up after training has been completed. PD addresses content knowledge at Westside and is differentiated to meet the needs of the teachers, modeling the same strategy teachers are expected to practice in their classrooms. Westside teachers experience PD as a time to work together with colleagues and see PD as more beneficial.</p> <p>Finally, in the area of instructional practices and support, Westside engages in data-driven instruction. We also have a Professional Learning Community (PLC) embedded within the school culture. Teachers are more likely to be encouraged to try new things and also feel as if their classes are scheduled to provide the most success possible.</p> <p>In sum, teachers at Westside experience their work environment as pleasant and conducive to learning than most other teachers in our state and district based on the survey. Even so, we still have much room to grow.</p>
<p>5. Rigorous Curriculum-</p>	<p>Teachers align instruction with the State Standards and the MCS curriculum and pacing guides. Teachers provide research based instructional strategies daily. Stanford Math is used as a Math Intervention Program and Math gains over</p>

	<p>the past school year increased significantly in Algebra; Stanford LAW and Reading Plus are used in Language Arts and the 6th and 8th grades made significant gains over the past school year. Everyday Counts Algebra Readiness is used by all grades. All core content teachers are consistently implementing technology into the classroom using Classroom Response System (CPS) for assessment, eBeam or Smart Board Technology, Document Cameras, and Discovery Education videos and probes.</p> <p>We also have a 35 minute reading block each morning and our media specialist is facilitating lessons centered around the Literacy Standard on Media to support student success as well as extended hours for the library. Additional interventions are provided for students experiencing difficulties through after school tutoring, and in school pull outs. All grade level teams have a common planning time. Teams are expected to meet twice a week in PLCs to discuss student progress and meet with parents as needed. There are bi-monthly assessments every two weeks to assess the students' mastery levels in addition to district formative assessments. This data is analyzed immediately to allow for re-teaching opportunities of state standards. Furthermore, Westside Middle has administrative observations through the use of the Teacher Effectiveness Model (TEM) I to effectively evaluate walkthroughs, and enhance professional growth.</p> <p>The major challenge identified through administrative classroom observations, as well as formative assessment and TCAP data that focus on instructional practice reflect that there is a deficit area in execution of instructional practices that meet the needs of various learner, and adequate planning of rigorous lesson including classroom activities aligning with the stated or written objective. Teachers are observed teaching consistently; however, there appears to be some disconnection among what's being taught and actual retention or understanding students are gaining. More training is needed in differentiating instruction, cooperative learning, technology integration and the use of hands on activities. More emphasis needs to be placed on small-group instruction, researched-based teaching strategies, re-teaching strategies and inclusion models. We have a lack of computers which hinders the use by students in the classrooms.</p>
Curriculum Intervention Programs	Math teachers facilitate Stanford Math in their classrooms for students experiencing difficulties mastering skills; in Language Arts teachers do the same with Reading Plus.
Enrichment Programs	Westside provides many opportunities for all students, from all subgroups (economically disadvantaged (ED), and students with disabilities (SWD) and English Language Learners (ELL)), to receive every opportunity possible for additional assistance to reach mastery level. We offer extended learning, which includes: Title I Saturday tutoring, summer enrichment opportunities, Supplemental Educational Services (SES) afterschool or home tutoring, extended contract

	<p>tutoring on Tuesdays and Thursdays, before and after school library hours, TCAP workshops, writing workshops, and EdPlan intervention for our “lowest achieving” students.</p> <p>Other opportunities for students who need to be challenged include the Envoy program, a district initiative, and the Philosophical Horizons program, a partnership formed with the University of Memphis. Westside participates in summer enrichment programs funded by Title I as well. Several students at Westside are also a part of CLUE, the district’s program for academically gifted students.</p> <p>There are multiple student-centered activities such as Student Council, Athletic Teams, Pep Club, Fight Free Incentives, the Envoy project and various rewards for those students that score proficient and advanced on the formative assessments.</p>
Dual enrollment (if applicable)	n/a
Advanced Placement (if applicable)	n/a
6. Instructional Program	<p>Teachers are aligning instruction with the State Standards and the MCS curriculum and pacing guides. Teachers provide research based instructional strategies daily. Stanford Math is used as a Math Intervention Program and Math gains over the past school year increased significantly in Algebra; Stanford LAW and Reading Plus are used in Language Arts and the 6th and 8th grades made significant gains over the past school year. Everyday Counts Algebra Readiness is used by all grades.</p> <p>We also have a 35 minute reading block each morning and our media specialist is facilitating lessons centered around the Literacy Standard on Media to support student success as well as extended hours for the library. Additional interventions are provided for students experiencing difficulties through after school tutoring, and in school pull outs. Also, all grade levels teams have a common planning time. Teams are expected to meet twice a week in PLCs to discuss student progress and meet with parents as needed.</p> <p>There are bi-monthly assessments every two weeks to assess the students’ mastery levels in addition to district formative assessments. This data is analyzed immediately to allow for re-teaching opportunities of state standards. Furthermore, Westside Middle has administrative observations through the use of TEM model to effectively evaluate</p>

	<p>walkthroughs, and enhance professional growth.</p> <p>The current instructional needs are reduced classroom sizes in order to maximize instructional climate, and to implement researched based cooperative learning, and station based instructional practices. Smart technological savvy classrooms are needed throughout the building in order to effectively facilitate high quality rigorous instruction. Professional development is needed in all areas.</p>
Planning and implementation of research based instructional strategies	
Use of instructional technology	Currently, there is a major need for technology at Westside Middle. There is one main computer lab equipped with 23 computers where Stanford Math and Reading Plus take place. All computers have limited Internet access and a printer connection.
Use of data analysis to inform and differentiate instruction	All students are assessed within the classroom on daily and tri-weekly basis; All students are assessed with a common formative assessment created by the district; All students are assessed with a summative assessment created by state (e.g., TCAP Achievement, TCAP MAAS, or TCAP-Alt/Portfolio)
Number of minutes scheduled for core academic subjects	Westside Middle School is currently on a 45 minute bell schedule. Due to the small number of sixth grade students, the team is able to operate on a 90 minute block schedule.
7. Assessments	<p>Westside facilitates a comprehensive needs assessment of the entire school using TCAP Data, TVAAS Projections, SRI Testing, District Formative Assessment, Learning Folio, Tennessee Report Card, and in-house regional common assessments. Professional growth plans will be submitted by each teacher and professional development opportunities will be designed to increase teachers' knowledge of research-based practices.</p> <p>Our major challenges with regard to assessment are student motivation and a high percentage of students with disabilities, as well as using ongoing assessment strategies in the classroom. Our students have more motivation to achieve than in the past, but motivation remains a major obstacle. Also, although we offer no excuses, our SWD population comprises approximately 20% of the student body and such a large percentage of SWD is a major challenge. Another concern is the length of the ELA reading passages and the requirement to complete the testing in one day and having the time during the school day to analyze data effectively to help drive our next steps in teaching.</p>

Use of formative, interim, and summative assessments to measure student progress	All students are assessed within the classroom on daily and tri-weekly basis; All students are assessed with a common formative assessment created by the district; All students are assessed with a summative assessment created by state (e.g., TCAP Achievement, TCAP MAAS, or TCAP-Alt/Portfolio)
Timeline for reporting student progress to parents	Parents receive students' progress reports the third week of each grading period. Parents are informed of their child's progress so that adjustments can be made before the end of the nine weeks; the progress reports also offer parents the opportunity to meet with teams of teachers to discuss their child's progress. Two official teacher conference days are scheduled by the district, one per semester. Parents are often notified of Parent Informational Session, testing dates, tutoring reminders and sporting events through Parent Link communication system
8. Parent and Community Support	<p>Approximately 85% of Westside students live in single-parent homes. A female heads approximately 90% of these single-parent families. An estimate of 65% of Westside students live in households in which the family head has earned a high school diploma or above; ten percent live in a household in which the family head has earned a GED, and thirty percent live in a house hold in which the family head has not earned a high school diploma. Based on our student's parent demographics we make every effort to support our students academically and socially to bridge the gap between home and school. We offer after school and Saturday tutoring via Title I funding and Extended contract funding to stimulate and support student academic success. We also encourage athletic participation, book club, Student Council, majorettes and drummers, Envoy Project and Ladies in Transition (LIT) organizations to meet the social needs of students.</p> <p>Increasing parental involvement is a high priority at Westside Middle. Parents are encouraged to support their students at Westside by participating in the PTO and the School Based Leadership Council (SBLC)</p>
Social and community services to students and families	<p>The current adopters are – Frayser Community Development Corporation, Impact Ministries, Lifeline to Success, New Faith Bible Baptist Church</p> <p>The school current Community Partnerships – Frayser Exchange Club, Stand for Children (Jaclyn Suffel), Leadership Memphis, Looney Ricks Kiss (Rebecca Courtney)</p>
Parent support to students and school	There is very little parent support and systems for parent accountability. This is a major concern and negatively impacts academic achievement.

2. Annual Goals for Student Achievement for Tier I, Tier II and Tier III schools

Based comprehensive needs assessment of each Tier I, Tier II and Tier III school the LEA will serve, establish the annual goals for student achievement on the most recent TDE assessments in **both reading/language arts and mathematics AND applicable graduation or attendance rate.**

For each school the LEA intends to serve, provide in an attachment (label as Attachment 1),

- e. A copy of the most recently revised Tennessee School Improvement Plan (TSIP) Component 4,

OR

the “streamlined” improvement plan developed in Fall 2011, Revised Tennessee School and District Improvement Planning document. (Attached)

The identified goals and action steps are designed to address all students, “Every Test Taker” (ETT), as required in the federally approved Accountability Waiver. The Success Rate formula, which will determine school status, is aligned with the First to the Top Goals and specifies the progress made in Reading/Language and Math at grade three (3) and grade (7) as well as an aggregate proficiency rate of grades three-eight, in addition to a reduction in the achievement gap of identified subgroups. These are proof points to increase student performance on the National Assessment of Educational Progress (NAEP) and signals being on target to graduate from high school-college and career ready. Therefore, to ensure alignment between the Achievement School goals and the state requirements, the goals promulgated by the Achievement School District are designed to mirror the state goals as the minimum acceptable level of academic attainment. The ASD recognizes that the deficits within its schools will require a more accelerated rate of growth in order to ensure students enter each new grade on grade-level and have the school performing in the top 25% of schools in the state in five (5) years.

The School Improvement Plan is developed to provide a general framework which emphasizes turnaround strategies that is aligned with the research that emphasizes the need for high quality instruction, driven by a relentless focus on using the data *for* improvement, as the key to improving student achievement. The strategies outline teacher behaviors that provide for such opportunities and the support. The plan provides the structure needed to ensure all teachers are engaged in instructional strategies which are designed to address identified student needs. Additionally, the strategies position teachers to learn from each other as well as external providers.

The Achievement School District's plan to implement the elements of the transformation model is designed based on the premise of change which leads to improvement and is grounded in the Change Theory of John Kotter. Kotter's Transformation Theory suggests that the impetus of change happens at the school level when there is a sense of urgency about the needs and the school leader has a vision that is embraced and executed by the school staff. The ASD has developed a framework which establishes minimum expectations for its schools as a System. Each school leader and Leadership Team, along with the school staff is expected to expand on the specific operational as plan needed to execute on the work in their particular school. A guiding principle of the ASD is 'earned autonomy'. The ASD will provide its school with earned autonomy and support and hold them accountable for meeting the goals set forth in the plan; consequently, the ASD has defined the 'what'-the goals- the school staff will continue to define the 'how' based on the framework provided.

Transformation Model

School Name:	Westside Middle School	Tier: I Priority School
<p>Rationale for selection of intervention model: Explain how the LEA will use the turnaround intervention model to address the root causes of the school's low-performance as identified in the school's needs assessment.</p> <p>Based on the analysis of the data, inclusive of parent and community feedback, the Achievement School District has selected the Transformation Model as the appropriate model for Westside Middle School. The Transformation Model requires a change in the school leadership and intensive professional development to strengthen teachers' instructional skills. The needs analysis of Westside Middle school suggests that there are impressive growth gains; however, they appear to be somewhat inconsistent among the grades and have not yet translated into high academic achievement for all students. This is likely the result of inconsistent instructional practices by school staff, inexperience staff, or a lack of focus on data driven decisions relative to using the multiple sets of available data to inform instruction. This may also be attributed to a lack of autonomy at the school level relative to people, programs and use of resources. The Achievement School District believes that the impetus for change and improvement must be made as close to the students as possible; therefore, <i>earned autonomy</i> based on effective practices and decisions made by well-trained and equipped school leaders and teachers will serve to drive school and student improvement. Additionally, the transformation model reflects the best practices of the University of Virginia School Turnaround Program. This program will address the root causes of low –performance by providing the leaders with UVA Professional Development designed to strengthen their data analysis skills. Likewise, as identified within the elements of the transformation model, technology upgrades will be added throughout the building to include computer labs, smart classrooms, media monitors in classrooms and in other locations in the building. Other requirements outlined and required in the transformation model makes it a good fit for Westside Middle school and may be addressed through Alternative schooling opportunities, leadership development, E-learning, extended day, updated teacher support equipment, ongoing teacher development, intervention curriculums for math and reading language, SitesM, math and literacy coaches, social and community support, emersion field experiences, parental accountability, increased community partnerships, building management support, data analyst, academic leadership support, and additional student support and instructional services, summer enrichment programs, student achievement incentives-and will serve to meet the needs identified at Westside Middle.</p>		
<p>If the LEA has begun in whole or in part a turnaround intervention model within the past two years, and wished to continue, describe the actions that have been taken up to the present that are relative to the turnaround requirements. Cite evidence of the impact of the model on the school to date.</p> <p>N/A Not Applicable-The Achievement School District will assume governance of Corning Elementary beginning with the 2012-2013 schoolyear. By the end of the three-year grant period, student achievement will have grown by a total of 25-30 percentage points from the 2011-2012 school year. In five years, Westside Middle school will attain a minimum Proficient/Advance performance rate of 55%, moving the school from the bottom 5% of schools in the state to the top 25% of schools in the state.</p>		

Annual Goals for Reading/Language Arts on State assessments for “all students” group and for each subgroup; aligned with the approved Accountability Waiver.

SY 2012: The annual goal for year 2012 is to increase Reading /Language Increase by 6-10% from previous year 2011-2012.

SY 2013: The annual goal for year 2013 is to increase Reading /Language Increase by 9-10% from previous year 2012-2013.

SY 2014: The annual goal for year 2014 is to increase Reading /Language Increase by 9-10% from previous year 2013-2014.

Quarterly Milestone Goals for **Reading/Language Arts** on interim assessments for “all students” group and for each subgroup for **SY 2011 only** (to be updated annually upon renewal of the grant)

The quarterly milestones for interim assessments for “all students” for SY2011 remain the responsibility of the current LEA, Memphis City Schools.

Westside will operate as an ASD Achievement school starting with the 2012-2013 school year, at which time formative assessment data will be reviewed using an appropriately selected data system selected by the Achievement School District superintendent. This monitoring will be used to report progress for all students and subgroup to ensure a high probability of achieving the assessment targets on TCAP summative assessments.

Westside Achievement school will administer formative norm–referenced assessments using the Northwest Evaluation Association-Measure of Academic Progress (NWEA-MAP) to gauge how ASD schools are performing.

Testing Cycle: Baseline data will be established with the initial administration.

<i>Baseline</i>	<i>Quarter 1</i>	<i>Quarter 2</i>	<i>Quarter 3</i>	<i>Quarter 4</i>
<i>RLA/Math grade level equivalent</i>	<i>.25 growth form baseline</i>	<i>.75 grade level growth from baseline</i>	<i>1.25 grade Level growth from baseline</i>	<i>1.5 grade Level growth from baseline</i>

Annual Goals for Mathematics on State assessments for “all students” group and for each subgroup; aligned with the approved Accountability Waiver.

SY 2012: The annual goal for year 2012 is to increase Math by 6-10% from previous year 2011-2012.

SY 2013: The annual goal for year 2013 is to increase Math by 9-10% from previous year 2012-2013.

SY 2014: The annual goal for year 2014 is to increase Math by 9-10% from previous year 2013-2014.

Quarterly Milestone Goals for Mathematics on interim assessments for “all students” group and for each subgroup for **SY 2011 only** (to be updated annually upon renewal of the grant).

The quarterly milestones for interim assessments for “all students” for SY2011 remain the responsibility of the current LEA, Memphis City Schools.

Westside will operate as an ASD Achievement school starting with the 2012-2013 school year, at which time formative assessment data will be reviewed using an appropriately selected data system selected by the Achievement School District superintendent. This monitoring will be used to report progress for all students and subgroup to ensure a high probability of achieving the assessment targets on TCAP summative assessments.

Westside Achievement school will administer formative norm–referenced assessments using the Northwest Evaluation Association-Measure of Academic Progress (NWEA-MAP) to gauge how ASD schools are performing.

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<i>Baseline</i>	<i>Quarter 1</i>	<i>Quarter 2</i>	<i>Quarter 3</i>	<i>Quarter 4</i>
<i>RLA/Math grade level equivalent</i>	<i>.25 growth form baseline</i>	<i>.75 grade level growth from baseline</i>	<i>1.25 grade Level growth from baseline</i>	<i>1.5 grade Level growth from baseline</i>

Annual Goals for “other academic indicator,” high school graduation rate or attendance in middle and elementary schools.

SY 2012: N/A: Based on the approved waiver, the Priority School identification at the elementary grades will not include the additional indicator of “attendance rates.”

SY 2013: See Above

SY 2014: See Above

Quarterly Milestone Goals for “other academic indicator” all students” group and for each subgroup for **SY 2011 only** (to be updated annually upon renewal of the grant)

N/A: Based on the approved waiver, the Priority School identification at the elementary grades will not include the additional indicator of “attendance rates.”

Transformation Model Requirements	Action Steps for Model Requirements.	Timeline for Implementation with Quarterly Milestone Goals for model requirements	Name and Position of Responsible Person(s)
LEA Design and Implementation of the Intervention Model for Each Year of Grant	Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.		

Requirements for the Transformation Model (LEA must implement actions 1-11.)			
<i>A transformation model is one in which the LEA <u>must</u> implement each of the following strategies to develop and increase teacher and school leader effectiveness:</i>			
1. Replace the principal who led the school prior to commencement of the transformation model	The Achievement School District will engage in a nationwide recruitment and selection process to identify recruit and place proven effective leaders in each ASD Achievement School.	March –May 2015	Ash Solar, Chief Talent /Strategy Officer
2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that- a. Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high-school graduations rates b. Are designed and developed with teacher and principal involvement	This criterion is met through the 2011-2012 implementation of the new Tennessee Educator Acceleration Model (TEAM). TEAM is an important aspect of the Race to the Top initiative, and is guided by state law requiring the teacher evaluation process to include both quantitative and qualitative data. The new evaluation model requires a minimum of 50% of the teacher evaluation be tied directly to student achievement data, of which 35% is derived from the teacher effect data or Tennessee Value-Added Assessment System (TVAAS). TVAAS identifies the impact a teacher has on student growth annually. TVAAS data is available for all teachers who instruct students in a grade level that is assessed by the Tennessee Comprehensive Assessment Program (TCAP). When a teacher does not have TVAAS data, the schoolwide TVAAS data is the current metric to be used. The remaining 50% of the evaluation process is	March –May 2015	Building Principal Ash Solar, Chief Talent /Strategy Officer Chris Barbic, Achievement School District Superintendent

	<p>based on observation and other metrics selected by the teacher in conjunction with the principal. The new evaluation process is the result of a year-long collaboration which engaged multiple stakeholders including LEA and school practitioners. The ASD will use the teachers' evaluation results as conducted by their current building principal as well as a rigorous interview process which includes the use of the on-line TeacherInsight survey. The TeacherInsight survey is a tool developed by Gallup, and it uses value-added scores to identify the talents of teachers whose students demonstrated the greatest gains. As a result, TeacherInsight is designed to identify teacher applicants whose students will achieve higher levels of success and ensure we are selecting the most effective educators possible to work in Westside.</p>		
<p>3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high-school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so</p>	<p>The ASD will, through a gradual release mode, provide continual levels of autonomy to building level principals and teachers with demonstrated student achievement success. Further, the ASD will compensate teachers through a fair and equitable salary scale that does not minimize their contributions with specific monetary awards, but rather through respectful compensation for performance. The ASD will follow the state law relative to the evaluation of teachers, but will not hesitate to remove teachers who, after ample opportunity, fail to demonstrate success with students.</p>	<p>July 2012-June 2015</p> <p>Monthly Review of student progress.</p>	<p>Building Principal</p> <p>ASD Regional Superintendent</p> <p>Ash Solar, Chief Talent /Strategy Officer</p> <p>Chris Barbic, Achievement School District Superintendent</p>
<p>4. Provide staff with ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that</p>	<p>The ASD believes providing support to high quality teachers and school leaders will be the ultimate and critical difference between success and failure for the Achievement Schools. Consequently, Achievement Schools will participate in the Teach Plus-T3 Initiative designed to create a cadre of teacher leaders within</p>	<p>July 9, 2012-May 31, 2015</p> <p>Weekly Team or Faculty Meetings</p>	<p>Building Principal</p> <p>ASD Regional Superintendent/Designee</p> <p>T3 Teacher Leaders under</p>

is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies	<p>the school building.</p> <p>Through this initiative, a critical mass, (25%) of the teachers at Corning, representative of all grade levels and support areas, will be trained as teacher leaders by Teach Plus. The core group of teachers will receive training and ongoing support to lead their teams in the following: analyzing data, using student work to plan instruction, being an effective facilitator and leader of teams, and leading change in an existing community. This training begins with an intensive summer institute in June and continues throughout the school year. Each school will have a T3 coach dedicated to supporting the T3 teachers throughout the school year. The goal is for T3 teachers to create strong, data-based inquiry groups that improve the effectiveness of ALL teachers in the building.</p> <p>The minimum qualifications to be a T3 Core teacher include: at least three years of teaching experience in a high poverty or urban school and a track record of effectiveness with students.</p>	<p>Bi-Monthly Content Team Meetings</p> <p>Monthly Faculty Meeting</p> <p>Others as deemed necessary by school staff</p>	<p>the direction of a T3 Coach</p> <p>Battelle For Kids Data Coaches</p> <p>Vendors as appropriate</p> <p>Family Engagement Specialist</p> <p>Instructional Facilitator</p> <p>Other Designated School Staff</p> <p>Ash Solar, Chief Talent /Strategy Officer</p> <p>Chris Barbic, Achievement School District Superintendent</p>
5. Implement such strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the student in a transformation school	The T3 recruitment process is designed to attract effective, experienced teachers who are interested in taking on leadership roles and being part of a team of teachers in a low-performing school. T3 Core teachers will receive an annual stipend, a minimum of \$5,000.00, for their participation and extra requirements as a teacher leader.	<p>June 2012-May 2015</p> <p>Quarterly Milestone with pre-assessments in August and attainments of 8-10 percentage point growth for each student on subsequent assessments in:</p>	<p>Building Principal</p> <p>ASD Regional Superintendent/Designee</p> <p>T3 Teacher Leaders under the direction of a T3 Coach</p> <p>Ash Solar, Chief Talent /Strategy Officer</p> <p>TeachPlus</p>

		November 2012 February 2013 May 2013	
<i>A transformation model is one which the LEA <u>must</u> implement each of the following comprehensive instructional reform strategies.</i>			
6. Use data to identify and implement an instructional program that is research-based and “vertically aligned” from one grade to the next as well as aligned with State academic standards	Because the ASD believes providing support to high quality teachers and school leaders will be the ultimate and critical difference between success and failure for the Achievement Schools, a primary focus will be on schools instituting a very rigorous set of instructional strategies designed to address student needs. Westside will utilize a ninety (90) minute Reading and Language Arts Instructional Design which will incorporate the research findings from the National Reading Panel and the National Institute For Literacy (NIFL), and a seventy-five (75) minute uninterrupted instructional block for Math daily, which will incorporate research such as from National Council of Teachers of Math (NCTM), regarding effective instruction. This research and related resources are available to teachers through the Tennessee Department of Education’s Electronic Learning Center www.tnelc.org . The engagement of the Teach Plus-T3 Initiative will allow teachers to implement a rigorous instructional program utilizing data and student work as anchors for improvement through weekly work sessions. Monthly vertical content team meetings will facilitate cross-grade planning and collaborative teaching opportunities.		Building Principal/Designee ASD Regional Superintendent/Designee ASD Regional Instructional Support Staff
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students	Teachers at Westside will participate in weekly collaborative planning sessions with their T3 Teacher Leader, and Data Coaches to review data and student work, design learning targets and instructional strategies and engage in the formative instructional practices necessary to address students needs in	Weekly Monthly Quarterly	Building Principal ASD Regional Superintendent/Designee T3 Teacher Leaders under

	individual, small and large group settings. Teachers will engage in the understanding and use of various classroom assessment techniques designed to determine the level of student learning on the immediate lessons taught, (e. g. exits slips, one minute summaries, etc.)		<p>the direction of a T3 Coach</p> <p>Battelle For Kids Data Coaches</p> <p>Vendors as appropriate</p> <p>Family Engagement Specialist</p> <p>Instructional Facilitator</p> <p>Other Designated School Staff</p>
<i>A transformation model is one which the LEA <u>must</u> implement each of the following strategies to increase learning time and create community oriented schools.</i>			
8. Establish schedules and implement strategies that provide increased learning time as defined in the SIG final requirements.	Westside will structure the school day to provide multiple learning opportunities in a variety of settings, examples being; a daily ninety (90) minute reading and a seventy-five (75) minute uninterrupted instructional blocks, co-teaching, flexible grouping, double-dipping, allowing struggling students to have direct instruction in reading that exceed what is provided in the regular classroom, cross-curriculum instruction-this may include using literacy and writing strategies in other subjects, such as science and social studies so that literacy, writing etc, is a deliberate part of all classes. Additionally, support and tutoring during and after school will be provided during extended school hours. Project-based and community-based learning opportunities will also be afforded Westside students. All such activities will include literacy, numeracy and presentation components.	Monthly: September 2012- May 2015, during school calendar year.	<p>Building Level Principal</p> <p>Family Engagement/Extended Learning Coordinator</p> <p>Instructional Facilitator</p>

9. Provide ongoing mechanisms for family and community engagement	Westside school will employ a Family Engagement Coordinator/Social worker to work as a liaison between families, communities and school to coordinate and support family and community engagement designed to increase student achievement. Further, an AmeriCorps*VISTA volunteer will be assigned to Westside Elementary-full-time, to engage community and faith-based organizations in partnerships designed to support student achievement by meeting both academic and social-emotional needs of students and families.	Monthly: September 2012-May 2015, during school calendar year.	Building Level Principal Family Engagement/Extended Learning Coordinator School Counselor AmeriCorps*VISTA Staff
<i>A transformation model is one which the LEA <u>must</u> implement each of the following strategies to provide operational flexibility and sustained support.</i>			
10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates	<p>All ASD schools will operate with an earned autonomy approach - continually increasing degrees of autonomy, support and accountability within their school based on increasing levels of student achievement. In order to ensure this philosophy is aligned to the requirements of the Transformation Model, the school's leadership team and staff will work with the ASD Regional Superintendent to further develop the specificity of the school's instructional program as needed.</p> <p>All ASD school leaders will participate in a two-year School Turnaround Specialist Program offered by the University of Virginia (UVA). The program is a nationally recognized partnership between the UVA Curry School of Education and the Darden School of Business. This program's focus is developing leadership skills critical to successful and sustainable turnarounds. This work is built in part on the research of Mass Insight which identifies successful, sustainable turnaround as being grounded in providing identified autonomies such as those outlined in the</p>	<p>April 2012-May 2015</p> <p>Quarterly Support Sessions</p>	<p>ASD Regional Superintendent</p> <p>Ash Solar, Chief Talent /Strategy Officer</p> <p>Chris Barbic, Achievement School District Superintendent</p> <p>University of Virginia-Darden School of Business</p> <p>University of Virginia – Curry School of Education</p>

	Transformation Model.		
11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)	To ensure each ASD schools will receive timely support and responses, the ASD will establish a Regional Office in the Memphis. The Memphis Regional Office will be designed to rapidly respond to ASD Achievement school needs. The Regional office will be staffed with a Regional Superintendent, (identified from a National Search), supported by Academic, Operational, Finance and Community engagement personnel. The Regional Superintendent will report directly to the ASD Superintendent and will be supported by the ASD School Support Team in Nashville. ASD schools will have access to all of the same SEA resources afforded any other school in Tennessee.	April- June 2012	Chris Barbic, Achievement School District Superintendent & Leadership Staff Team Bellwether Education Partners
Permissible Strategies for the Implementation of the Transformation Model <i>A transformation model is one which the LEA <u>may</u> implement any of the following required strategies to:</i> <i>(Strategies #12-26)</i> <ul style="list-style-type: none"> • <i>Develop and increase teacher and school leader effectiveness</i> • <i>Provide comprehensive instructional reform strategies</i> • <i>Increase learning time and create community oriented schools</i> • <i>Provide operational flexibility and sustained support.</i> 			
12. Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school			
13. Instituting a system for measuring changes in instructional practices resulting from professional development			
14. Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority	All teachers in ASD schools will be employees of the ASD and are not subject to the existing collective bargaining contract in Memphis. There are no seniority obligations within the ASD because the	March-June 2012	ASD Regional Superintendent Building Principal

	Achievement School District is not obligated to offer tenure. From a human capital standpoint, ASD schools will operate much like a charter school. Additionally, ASD schools will recruit, select, and retain only the highest quality staff members (those identified as Level 4 or 5 teachers). In the event, the ASD is forced to hire a teacher below Level 4 due to a lack of qualified applicants; the ASD will not place the teacher in a core content subject area. New teachers who fail to earn a score of 3+ in their first two years or experienced teachers who score less than a 3 on the evaluation system will be released from the ASD.		Ash Solar, Chief Talent /Strategy Officer Chris Barbic, Achievement School District Superintendent
15. Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective			
16. Implementing a schoolwide “response-to-intervention” model			
17. Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content	The Teach Plus T3 initiative, Data Coaches and school leaders will engage all teachers in the process of effectively using data to improve student outcomes. Students with Disabilities and English Language Learners will be provided with a varied portfolio of learning opportunities which includes both inclusion and direct service as required by their Individual Education Plan (IEP) or 504 Plans. The school will include specialty teachers in the T3 initiative in order to provide for a comprehensive and cohesive approach to teaching and learning for all teachers and students. Professional development in co-instructional strategies, classroom management and procedures will also be provided to all teachers. This will allow teachers to share their strengths and knowledge with	June 2012-May 2015 Weekly Monthly Quarterly	Building Principal ASD Regional Superintendent/Instructional Support Staff T3 Teacher Leaders under the direction of a T3 Coach Battelle For Kids Data Coaches Vendors as appropriate Family Engagement

	each other, for example, Special Education teachers who are adept at differentiating instruction, would share strategies with a general education teacher. In turn the general education teacher may share their in-depth knowledge of a content subject with a special education teacher who may be more of a generalist. This process builds internal capacity within the staff.		Specialist Instructional Facilitator Other Designated School Staff
18. Using and integrating technology-based supports and interventions as part of the instructional program	Westside will integrate technology-based support and interventions into the instructional program based on student and teachers academic and non-academic needs as identified by the data. Technology support for learning will include, but not be limited to extended opportunities to students which may otherwise not be available because of personnel constraints, (e.g. foreign languages, tutoring, personal and social skills development, etc. Again, all ASD schools will operate with earned autonomy, support and accountability. Therefore each school leader and staff will further develop the specificity of the school's instructional program as needed to improve student outcomes.	June 2012-May 2015 Weekly Monthly Quarterly	Building Principal ASD Regional Superintendent/Regional Instructional Support /IT Staff Saumil Shah, ASD Data/IT Director Bob Nardo, ASD Chief Operating Officer T3 Teacher Leaders under the direction of a T3 Coach Battelle For Kids Data Coaches Identified vendors as appropriate Family Engagement Specialist Instructional Facilitator

			Other Designated School Staff
<p>19. In secondary schools--</p> <p>(a) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement or International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework</p> <p>(b) Improving student transition from middle to high school through summer transition programs or freshman academies</p> <p>(c) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or</p> <p>(d) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate</p>	<p>Rigor will be increased through the following:</p> <p>Project Based Learning E-Learning College Partnerships High School Readiness Courses Professional Development College Tours Avid Life Skills Development Experiential Learning Sites M Common Core Standards Integration Advanced Course Placement for Algebra, English, Social Studies, Science, Visual Art, Graphic Design, Foreign Language, and Cultural Emersion Events.</p> <p>High School Tours Summer Bridge Programs High School Freshman Academy Orientation Pre-Selection and Enrollment of High School Courses Extended Year Instructional Programs Ed-Plan for early warning detection and intervention RTI Instructional Specialist Support Initiatives Elementary Middle Summer Bridge Attendance Financial Incentives D- D-Westside Middle is a 6-8 school. ASD schools will use an Early Warning Data System to track leading indicators designed to optimize our student's opportunities for success in each grade. This will ensure each student receives the support needed to</p>	<p>June 2012-May 2015</p> <p>Weekly Monthly Quarterly</p>	<p>Building Principal</p> <p>ASD Regional Superintendent/Designee</p> <p>Battelle For Kids Data Coaches</p> <p>School Counselor</p> <p>Family Engagement Specialist</p> <p>Instructional Facilitator</p> <p>Other Designated School Staff</p>

	ultimately graduate from high school college and career-ready. Bases on the research of EdTrust, graduation from high school begins in pre-kindergarten. The research from Robert Belfantz at Johns Hopkins on the Drop-out Factories indicates that potential high school dropouts can be identified as early as fourth grade by tracking academic and non-academic factors such as reading and math success, student attendance and behavior. The ASD will work to address these early to ensure students stay on grade level and begin middle and high school on grade level.		
20. Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs	Westside will engage with parents, families, community-based organizations and faith-based organizations through the work of a Family Engagement Coordinator and a full time AmeriCorps*VISTA Volunteer. The focus of this initiative will be to build sustainable partnerships that will meet the academic, social and emotional needs of students and families at Westside Elementary.	July 2012-May 2015 Weekly Monthly Quarterly	Building Principal ASD Regional Superintendent/Designee Battelle For Kids Data Coaches Family Engagement Specialist School Counselor Instructional Facilitator Other Designated School Staff
21. Extending or restructuring the school day so as to add time for such strategies as	Westside will engage students in additional learning opportunities by extending the learning time and	June 2012-May 2015	Building Principal

advisory periods that build relationships between students, faculty, and other school staff	opportunities for students beyond the current school day. The current school day at Westside Middle ends at 2:15 PM. Time will be added to the school day by the ASD. The school day will be extended to 4:30 p. m. This will extend the school day up to 1.5 hours daily. The ASD will offer multiple learning opportunities designed to meet academic and non academic needs of our students. ASD Achievement schools will provide multiple learning opportunities for teachers during the extended school hours through flexible scheduling.	Weekly Monthly Quarterly	ASD Regional Superintendent/Designated staff T3 Teacher Leaders under the direction of a T3 Coach Battelle For Kids Data Coaches Family Engagement Specialist Instructional Facilitator Other Designated School Staff
22. Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment	Westside Middle will also use data to identify student behavior and will address student discipline through a school-wide behavior management program that designed to help students take personal ownership and responsibility for their behavior. Successfully implementing this will be critical in a top-notch school culture which demonstrates mutual respect and acceptance between students and staff. Staffing will include a Family and Community Coordinator and a Social Worker, Counselor	June 2012-May 2015 Weekly Monthly Quarterly	Building Principal ASD Regional Superintendent/Designee Family Engagement Specialist Instructional Facilitator Other Designated School Staff
23. Expanding the school program to offer full-day kindergarten or pre-kindergarten		July 2012-May 2015 Weekly	Building Principal ASD Regional

		Monthly Quarterly	Superintendent/Staff Family Engagement Specialist Instructional Facilitator Other Designated School Staff
24. Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA	Westside Middle will be operating as an Achievement School within the newly-formed Achievement School District. The ASD Superintendent reports directly to the Commissioner of Education.	June 2012-May 2015 Weekly Monthly Quarterly	Legislation TCA. 49-1-416 established and authorized the Achievement School District as an entity of the Tennessee Department of Education, giving the Commissioner of Education the authority to remove Priority Schools from the Local Education Agency and placing them in the Achievement School District for a minimum of five (5) years.
25. Implementing a per-pupil school-based budget formula that is weighted based on student needs	N/A		
Transformation Pre-Implementation Activities			
Please note: The activity categories listed below are not an exhaustive or required list. Rather, they illustrate possible activities that the LEA may list, depending on the needs of the school.			
Pre-Implementation Activities: Pre-Implementation allows the LEA to prepare for full implementation of a school intervention model at the start of the 2012-2013 school year. To help in its preparation, an LEA may use federal FY 2010 SIG funds in its SIG schools after the LEA has been		In a list format, provide a description of how the LEA will use federal FY 2010 SIG funds in its newly identified SIG schools. Include the cost for each activity. Items in this section must be included in the Budget/Budget Justifications.	

<p>awarded a SIG grant for those schools based on having a fully approvable application consistent with SIG final requirements.</p> <p>To help in its preparation, as soon as it receives the funds, the LEA may use part of its first-year allocation for SIG related activities in schools that will be served with federal FY 2010 SIG funds.</p> <p>Activities must align to schools' needs assessment and requirements of the intervention model; represent change; be reasonable, necessary, and allowable; be researched-based; and be implemented prior to the beginning of the 2012-2013 academic school year.</p> <p><u>Activity Categories with Sample Activities:</u></p> <p><i>Family and Community Engagement:</i> Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey students and parents to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail; assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing the closure model.</p> <p><i>Rigorous Review of External Providers:</i> Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity (see C-5); or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model.</p> <p><i>Staffing:</i> Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.</p> <p><i>Instructional Programs:</i> Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2012-2013 school year through programs with evidence of raising achievement; identify and purchase instructional</p>	<p>In a list format, provide a brief description of each pre-implementation activity. Each activity must support a TSIPP goal and action step and must be included in the school's budget and budget justification</p> <p>Pre-Implementation Activities</p> <p><i>Westside Middle School will provide multiple Professional Development opportunities for the 2012-2013</i></p> <p><i>Activity #1- Teach Plus T3- Summer Institute</i> <i>Goal:</i> Improved Reading/Math <i>Participants:</i> 25% of School Staff (9) <i>T3 staff salaries, benefits, national and local support:</i> \$60, 323.50 <i>Recruitment, selection, Summer Institute Training:</i> <i>Total Cost</i> \$42,660.00 <i>Cost-</i> includes travel expense. <i>Total</i> \$ 97,983.50</p> <p><i>Activity #2</i> <i>Common Core training and Curriculum Map Development</i> <i>Stipends, materials and supplies to develop curriculum maps and</i> <i>scope & sequence guides in RLA, Math and Science.</i> \$35,000.00</p> <p><i>Activity # 3</i> <i>The Development of the ASD Early Warning System and</i> <i>identification and acquisition of a Formative Assessment System,</i> <i>such as The Achievement Network</i> <i>Total Cost:</i> =\$35000.00</p>
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materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments.

Professional Development and Support: *Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school's comprehensive instructional plan and the school's intervention model; provide instructional support for returning staff members, such as classroom coaching, structured common planning time, mentoring, consultation with outside experts, and observation of classroom practice, that is aligned with the school's comprehensive instructional plan and the school's intervention model; or train staff on the new evaluation system and locally adopted competencies.*

Preparation for Accountability Measures: *Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools.*

Professional Development:

Ongoing professional development, including job-embedded training designed to build capacity and support staff, is an integral part of successful school reform. While no specific amount of SIG funds are required for professional development, plans for professional development to be provided through SIG must be included in TSIPP Component 4 (goals, actions steps, and implementation plans). This includes literacy and mathematics training for the staff unless the school demonstrates proficiency in this area.

Who in the LEA will ensure implementation of professional development plans with SIG funds? **ASD Regional Superintendent & Building Level Principal.**

Provide this school's PD plan including topics and projected dates. **See Attachment**

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APPENDIX 1

Revised Tennessee School and District Improvement Plan Template

The final plan should be no longer than **four** pages.

School:	Westside Middle School	
District:	Achievement School Year	
Analysis of last year's final results:	Areas of Greatest Progress:	Areas of Greatest Challenge:
	Proficient/Advanced IMPROVEMENTS RLA 6 th grade: 6.1 % gain RLA 7 th grade: -1.7 gain RLA 8 th grade: 6.7 gain Math 6 th grade: 6.6 % gain Math 7 th grade: 4.3 % gain Math 8 th grade: 8.7 % gain RLA Students with Disabilities: 5% gain, but are significantly below the goals set by the district Math Students with Disabilities: 1% decrease and are significantly below the goals set by the district	Proficient/Advanced SETBACKS One of Westside's major setbacks is that the school has been on a constant decline in NCLB status from 2008. Status 2008 Good Standing Status 2009 Target Status 2010 School Improvement Status 2-11 School Improvement 2
	Source of Progress:	Source of Challenge:
	Scores for the 2011 TCAP were slightly higher than those in 2010. Advanced scores increased 9.7% and Proficient scores increasing 7.4%. Basic scores increased 7.7%, but Below Basic scores decreased 9.7%. For Students With Disabilities, scores of Proficient and Advanced increased 22.8%. Advanced scores decreased 67.9%, while Proficient scores increased 92.7%. Scores of Basic decreased 7% and scores of Below Basic decreased 5%. Overall, the school level TVAAS school effect data was very high, exceeding the Memphis City Schools district average. In grade 7, the school effect was -1.7, which, while negative, still exceeded the district as a whole (-1.9). Grades 6 and 8 were both positive and far higher than the district. The school effect for 6 th grade at Westside Middle was +6.1, as opposed to the +0.6 the district	-Challenges at Westside Middle School become greater as students move from 6 th grade to 7 th grade. Data shows a continuous decline in achievement data in 7 th grade students in all areas over the past few years. We attribute this to the fact that Westside Middle has not been a traditional Middle School in the past. -In the All, African American, ED, and SWD cell of Middle School Math the NCLB Benchmark of 20% was not met. -In the All, African American, ED, and SWD cells of Middle School Reading/Language Arts the NCLB Benchmark of 32% was not met. -All males in each subcategory scores are lower than their female counterparts. - As we review our district's goals and benchmarks for the Achievement School District, we are behind. The district goal for RLA and Math is for the school to

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	<p>achieved. For the 8th grade, the school effect was +6.7, compared to the +2.9 for the district.</p> <p>When the growth data is separated by proficiency category projections, 6th graders projected to score Below Basic experienced the most growth, followed by those projected as Basic. The same trend can be seen for 7th grade. This is to be expected, for the lowest performing students have the most room for growth. However, in 8th grade, the students projected to score Basic experienced the most growth by far, with those projected as Basic and Proficient about even.</p>	<p>increase 10 percentage points per year and at the end of the 5th year the school will be in the top 25% of schools.</p> <p>-Additional teacher support resources, resources and technology classroom devices that integrate instruction.</p>
Goals for this school year:	<p>Overall Achievement Goals: Aligned to First to the Top Goals on State assessments for “all students” group and for each subgroup and with the approved Accountability Waiver.</p>	
	<p>Annual Goals for Reading/Language Arts</p> <p>SY 2012: Students in the “All” category will increase Proficient/Advance performance by a minimum of 6-8 percentage points from the actual 2011-2012 student performance rate.</p> <p>SY 2013: Students in the “All” category will increase Proficient/Advance performance by a minimum of 9-10 percentage points from the actual 2012-2013 student performance rate.</p> <p>SY 2014: Students in the “All” category will increase Proficient/Advance performance by a minimum of 9-10 percentage points from the actual 2013-2014 student performance rate.</p>	
	<p>Annual Goals for Mathematics:</p> <p>SY 2012: Students in the “All” category will increase Proficient/Advance performance by a minimum of 6-10 percentage points from the actual 2011-2012 student performance rate.</p> <p>SY 2013: Students in the “All” category will increase Proficient/Advance performance by a minimum of 9-10 percentage points from the actual 2012-2013 student performance rate.</p> <p>SY 2014: Students in the “All” category will increase Proficient/Advance performance by a minimum of 9-10 percentage points from the actual 2013-2014 student performance rate.</p>	
	<p>Subgroup Goals: (List each subgroup individually)</p> <p>1. Westside Middle School Students with Disabilities reading/language arts</p>	

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	<p>achievement scores will continue to improve at a rate of 6 % per year beginning with 24% points in 2010-2011 to 30% points in 2012-2013.</p> <p>2. Westside Middle School Students with Disabilities mathematics achievement scores will continue to improve at a rate of 6% per year beginning with 9% in 2010-2011 to 15% in 2012-2013.</p>
	Other Required Goal Areas:
	1. Westside Middle School will continue to meet or exceed the attendance of 95%
Plan for this school year:	Key strategies to achieve goals:
	<ol style="list-style-type: none"> Weekly common grade level meeting led by district content specialists to review/relearn/learn content with appropriate pedagogy for grade level common core content in mathematics and RLA. Alternate week's sessions will be held for each content area. Require on-line courses for those teachers that need more help. Weekly common grade level meeting to prepare lesson plans based on the appropriate common core grade level standards and to determine appropriate materials for teaching the standards. Grade level teams share what they are doing and what they have learned at monthly faculty meetings. Data PD for teachers and staff to assure that all teachers can use the assessment data to determine specific content needs and to use the Value Added website for growth, projections, etc. – PD provided by district data coach once a month during planning time. Westside School Leader and Leadership team will participate in the two (2) year School Turnaround Leadership program at the University of Virginia along with other Achievement School principals and Leadership Teams and Support Team Staff.
	Key strategies to achieve progress for students with the greatest need:
	<ol style="list-style-type: none"> Purchase a formative assessment including the professional development to teach staff how to interpret and use the data in order to allow teachers to determine which students are farther behind and where they need assistance. Create a student schedule that allows time during the school day to obtain tutoring/enrichment for all students. Provide opportunities for students to attend field experiences that will enhance academic knowledge in all disciplines. Develop a critical mass of teacher leaders at Westside, who will be trained and supported by the TeachPlus T3 Initiative to learn, share and imbed improves instructional strategies within the school in a coherent and comprehensive manner.
	Projected costs and funding sources for key strategies:
	<p>Strategies 1, 2, will not require additional funding as common planning is already in place at Westside Middle School.</p> <p>Strategies 3, 5, 6, 7, and 8 will require additional funding up to \$650,000.</p> <p>Formative Assessments from a research based company will be implemented including quarterly tests, electronic scoring, and professional development for staff to administer and interpret data-\$35, 000.00</p>

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Benchmarks for Progress	Benchmark:	Timeline:
	1. All teachers, grades 6-8 will review / learn / relearn all content required for common core standards (done by grade level); District content specialists will assure that all teachers in the session understand the content and can use pedagogy appropriate to the content and grade level.	Weekly meetings throughout the school year; content specialists meet with district and principal quarterly to review progress and determine teachers that need to take on-line courses.
	2. All grade levels meet weekly to cooperatively prepare lesson plans and select/find materials; Lesson plans turned in to the content specialist weekly for review with specialist to share summary with principal and post on the district website; At the end of the year, lesson plans for math and RLA will be posted for all grade levels and may be revised and others added in forthcoming years.	Monthly: lesson plans and materials submitted to content specialist; Dec 15, March 15 and May 15 quarterly meetings with content specialists and principal
	3. Monthly data training	Initial in-service: general data use training Sept: Math; October: Reading; November: Science; December Social Studies; January: Value Added; February: Projections; March: Reports
	4. Select a formative assessment that aligns with the common core; train the staff on the administration and use of the data produced; administer quarterly formative assessments to all students at Westside Middle School and use the data to determine tutoring and other needs.	August: Select formative Assessment Sept: PD for staff Sept 15: 1 st formative assess. Dec 15: 2 nd formative assess. Mar. 15: 3 rd formative assess.
	5. Research other school schedules and data they have for improvement; Determine how to staff the time block; Implement new schedule with opportunity for students to move in and out of tutoring as needed (i.e. not permanent placement).	Sept: Complete research and select schedule; determine staffing plan Sept: Implement new schedule Dec. Review how the schedule is impacting student achievement and make any necessary modifications.

NOTE: All ASD schools will operate with autonomy, support and accountability, therefore each school leader and staff in keeping with the requirements of the Transformation Model, will further develop the specificity of the school's instructional program as needed to implement this SIP based on student and school data.

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Westside Middle School Professional Development Plan

Rationale: Because each ASD school will be newly staffed by a combination of new and veteran teachers working together for the first time and in a new more challenging environment, it is critical that appropriate support and guidance is provided to each of the ASD Achievement Schools. The primary and most important support ASD can and will provide for its school, are intensive efforts to attract, recruit, select, induct, develop, and retain high quality human capital for each it's of schools from local, state and national landscapes. Therefore, teacher pipelines for ASD schools will include both Teach For America (TFA) and the Teach Plus-T3 Initiative, in addition to the traditional Teacher Education programs from institutions of higher Education. Because each of these pipelines endorse different pedagogical principles and provide an established set of routines and structures to support its' teachers, the goal of the PD in the ASD school will be designed to acculturate all staff to a common set of systems and structures and expectations for the school to establish a high quality teaching and learning environment that will serve as an umbrella for their respective programs.

Culture and Climate: To begin this work all three (3) Achievement Schools will engage in professional development initiatives designed to set the stage for and build a high performing learning environment. The initial focus will be professional development designed to create a high performing teaching and learning culture. This initiative will engage the entire faculty and staff. Turning around schools will require a culture of collective responsibility and collective accountability.

Instructional Program: Each school leader and their respective Leadership Team will create an instructional program that will use research-based strategies such as structured ninety (90) minute Reading/Language Arts instructional blocks and sixty-seventy-five (60-75) minutes Math Instructional blocks designed to ensure student learning outcomes meet or exceed state standards. The school team, once in place, will provide the specificity of such professional development, in keeping with the ASD Theory of Action, autonomy, support and accountability. Science and Social Studies blocks in each school should include direct instruction, a minimum of ninety (90) minutes per week, as well as be integrated into the ninety (90) minute literacy block and 60-75 minute numeracy instructional blocks.

Professional Development

The ASD schools will implement the Tennessee State Standards/Common Core in reading/language art, math, science and social studies.

- Teams of Teachers (Teaching and Learning Teams) representative of each grade level and content from the three Achievement Schools will participate in all state sponsored training in the West Tennessee area.
- Working with ASD Regional and State Instructional staff, these teams will work to create a Curriculum Map which is vertically aligned from K-8 in RLA, Math and Science. The teams, along with ASD Regional and State Instructional staff will provide training to all teachers in their respective schools.

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- These teams will collaborate with the school leader and Leadership Team to create a PD plan which supports integrated teaching and learning across the curriculum with an emphasis on writing throughout the school year.
- Each school principal, T3 Teacher Leaders, Instructional Facilitator and assigned Data Coach will participate in Formative Instructional Practice Training and Tennessee Value-Added Assessment Training prior to school opening and throughout the year.

The following is a skeletal framework of Professional Development and is provided as a preliminary list of activities, because ASD schools leaders will be provided guided autonomy for programming, time, staff, and budget per Mass Insight research as the school staffing is actualized. Each school staff will build out their PD calendar from this framework which is provided as minimum set of expectations for each school. The two key levers used throughout ASD schools as constants will be high quality school leaders and teachers and the use of data to drive improvement.

Achievement School District Achievement Schools Professional Development Framework

Professional Development Providers	Teach Plus-T3	TFA	ASD	TDE	Assessment Vendor
Professional Development	<ul style="list-style-type: none"> • Using Data • Analyzing Student Work • Designing Instruction • Coaching Colleagues for Change 	Development of Corps members identification, selection, and use of assessments and engagement in instructional practices	BFK: Tennessee Value –Added Assessment System and Battelle For Kids Formative Instructional Practice	Common Core K-8 Math:	Formative Assessment
Timeline	June 2012-May 2015	Spring 2012-Ongoing	August 2012-Ongoing	July-2012-Ongoing	August 2012-Ongoing
Descriptor	T3 teachers receive support in leading their teams in analyzing data and student work to plan instruction, being an effective facilitator and	Structures designed to ensure students meet one of the following three goals: move student learning forward by 1 ½	TVAAS-3 day initial Training: August 2012 Formative Assessment	Work with ASD Regional Instructional Support and ASD State Instruction Support Staff to develop	Formative Assessment Review and understand and utilize

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	<p>leader of teams, and leading change in an existing community. This training begins with an intensive summer institute and continues throughout the school year with a coach in each school dedicated to supporting the T3 teachers and ongoing professional development for the T3 team. The goal is for T3 teachers to create strong, data-based inquiry groups that improve the effectiveness of ALL teachers in the building.</p>	<p>grade levels, close the achievement gap by 20 percent or ensure 80% of students meet grade level standards.</p> <p>Support/engage Corps members in an Intensive Summer institute, ongoing observation and support as well as online support with access to resources and opportunities.</p>	<p>Practice- 2 day initial Training: August 2012.</p> <p>Ongoing-Creating schools where Everyone— teachers, principals, students, and parents— understand the importance of formative instructional practices and uses them to guide student learning. Creating Schools where everyone embraces formative instructional practices as part of its culture.</p> <p>Tennessee Value Added Assessment- 4 Days- Understanding Value-Added Growth</p> <p>Content Instructional Framework:</p> <p>R/LA- 90 minutes Reading Blocks</p> <p>60 minutes Math</p>	<p>Standards-Based Curriculum Maps, and Scope and Sequence guides to navigate instruction in K-8.</p>	<p>Formative Assessment Reports as generated by Assessment System.</p> <p>Use Formative Assessment reports as predictors of Summative Assessment Results</p>
Learning teams must coordinate to ensure cohesive, comprehensive, and consistent implementation.					

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Appendix F-SCHOOL COVER SHEET – Restart Model

School Name: Brick Church Middle School	District Point of Contact (POC) Name & Position: Dr. Gwendolyn L. Watson Phone#: 615-532-4710 Email Address: gwatson@tnasd.org	
School Number: 0063	Number of Students Enrolled (SY 2011-2012): 338	
Grade levels enrolled (SY 2011-12): 5-8		
Year the school entered school improvement status: 2010	Tier Level Tier I _____ Tier II _____ Tier III X	
Principal's Name SY 2012-13: TBD (Indicate <i>TBD</i> if unknown at this time.) Phone # TBD Email Address: TBD	School Improvement Status _____ Good Standing X School Improvement 1 _____ School Improvement 2 _____ Corrective Action _____ Restructuring 1 _____ Restructuring 2/ Alt. Governance _____ State/LEA Reconstitution	
Title I Status: _____ Schoolwide Program _____ Targeted Assistance Program X Title I Eligible School	Intervention Model Selected (Tier I or II, III) Tier III, Restart Model	
Waiver Request(s): X Requested for this School _____ Not Requested for this School	Amount the LEA is requesting from SY 2012-13 School Improvement Funds for the next three years for this school*: * Each year--not to exceed \$2 million	
	Pre-Implementation Activities Year 1	\$ 0
	Year 1: SY 2012-13 excluding pre-implementation	\$ 879,566
	Year 2: SY 2013-14	\$ 887,783
	Year 3: SY 2014-15	\$ 895,540
	Three Year Total Budget	\$ 2,662,889

School Level Descriptive Information

School Comprehensive Needs Analysis:

Using the analysis of the data in the areas below, provide a summary and conclusion for each of the areas as indicated.

Using the needs assessment, each LEA is required to select an intervention for each school.

School Name: Brick Church Middle School-LEAD Academy Nashville, TN			Tier: III	Intervention Model: Restart
Provide a minimum of two years of data.			Provide a summary and conclusion of the analysis of each area.	
1. Student Profile Data	2009-2010	2010-2011	<p>Brick Church attendance has remained consistent over the past two years. A majority of the students are African American and are economically disadvantaged. A significant percentage (19.3%) is special education students.</p> <p><u>The phase-in restart model to convert Brick Church Middle School to Brick Church College Prep is based upon accepting all students zoned for enrollment at Brick Church, and is designed to transform the school from the bottom 5% to the top quartile of schools in the state.</u></p>	
Total student enrollment	383	359		
Grade level enrollment				
Grade 5	103	92		
Grade 6	100	101		
Grade 7	77	86		
Grade 8	103	80		
Number of students in each subgroup (List applicable subgroups below)				
African American	327	314		
Asian/Pacific Islander	2	2		
Hispanic	14	30		
White	40	30		
Economically Disadvantaged	341	338		
Special Education	74	75		
Mobility % - Entrants, Withdrawals	55.6	44.4		
Attendance %	92.7	92.9		
Suspensions	193	170		
Expulsions	4	3		
Dual enrollment and/or Advanced Placement enrollment	NA	NA		
Graduation Rate	NA	NA		
2. Staff Profile Data	Provide a summary and conclusion of the analysis of each area.			
Principal				

Length of time in position	One year		
Teaching Staff Number and % of experience in profession 1. 6-10 years 38% 2. 11-15 years 14% 3. 16-20 years 10% 4. 21+ years 17%	Twenty-one percent of the faculty has fewer than six years of experience. Two-thirds fall within the 0-10 year range with an equitable spread among the remaining teaching staff years of experience. <u>The lack of highly effective teaching is directly linked to poor performance. The restart model puts more effective instructors in classrooms an entire grade at a time and provides extensive training and support to develop the strong instructional culture LEAD schools are known for and from which future success is driven. The Phase-In Restart model focuses heavily on consistent implementation of instructional practice across all grades and content areas as well as carefully structured behavioral expectations extending to staff as well as students. Strong leadership, clear expectations for instructional practice, data driven decision-making, intensive in-class coaching support for differentiation, and aligned curriculum design are key to dramatically changing the instructional practice of the school. The staff is expected to reinforce consistent norms through the day, and ensure their individual behaviors, and verbal and non-verbal cues to guide students toward success throughout the day. Strong instructional leadership, effective coaching, shared vocabulary, extensive instructional support, and common planning time is crucial to developing a consistently implemented, shared instructional culture that enhances teaching practice and reduces time spent on behavioral interventions. The Phase-In Restart model allows this to occur.</u>		
Teacher attendance rate	2009-2010 91%	2010-2011 92%	Teacher attendance has remained consistent over the past two years, but is slightly under the student attendance rate.
Teacher evaluation composite data for tested subjects and grades		2010-2011	The teacher effectiveness distribution rate shows that about half of the teachers at Brick Church averaged a “1” on the teacher effect rating scale. There were no “4” and “5’s”. 1 47.4 2 26.3 3 26.3 4 0.0 5 0.0
Teacher observation data			Narrate general trends of observational data. Consulting firm, Tribal Group, engaged by MNPS to review all schools at MNPS, has developed an evaluative report that

			<p>provides insight into Curriculum/Instruction:</p> <ul style="list-style-type: none"> • Teaching and Learning: The review team would agree that teaching and learning are at the developing stage. The quality can vary quite significantly between classes with a very small minority of teachers at the beginning stage and adding very little value. The school's main areas for improvement are centered on teaching and learning especially in terms of differentiation, evaluating students' understanding of learning and higher expectations for students. • Curriculum Design: Innovative initiatives such as the work of the 'Dirty Dozen' have made a worthwhile contribution to this aspect of the students' lives. The school would acknowledge that the Related Arts have been pushed aside in the drive to improve student achievement in the core curriculum. The persistent use by some teachers of worksheets and textbooks to deliver lessons means that the curriculum content is not always taught in an exciting and relevant way. Not all lessons are challenging and fun and activities that develop for example, higher order questioning and other skills, are limited. <p><u>LEAD's program of instructional support is known for producing teachers who deliver high effect sizes and impressive value added scores across multiple campuses. These outcomes have earned LEAD the distinction as a Reward School, identified by the Tennessee Department of Education, for producing gains that place LEAD in the top 5% of all schools in the state. LEAD embraces the state required TAP methodology and provides significant formal and informal observation opportunities for teachers, travel to best practice school around the country, as well as more than 18 professional development days annually for all teachers.</u></p>
3. Student Achievement Data	2009-2010	2010-2011	This school was identified for Restart because its student achievement scores are in the bottom 5% of schools in the State of Tennessee.
Reading/Language Arts			
"Every test taker" (ETT) category Proficient/Advanced TCAP	17.1%	19.7%	Approximately 20 percent of students scored proficient in reading/language arts. The greatest area of need is in grade 7, where

	Grade 5			only 10 percent of students reached proficiency.
	Grade 6	18.0	22.1	
	Grade 7	20.6	21.1	
	Grade 8	16.3	10.3	
	Grade 8	13.9	25.3	
Subgroups:				
African American	16.3	18.6		
Hispanic	23.1	35.7		
White	23.1	25.0		
Asian	NA	NA		
LEP	NA	NA		
Econ Disadvantaged	17.2	20.1		
Sp. Ed.	35.8	44.9		
Female	17.8	21.5		
Male	16.5	17.9		
School performance on value-added student achievement	-5.4	-0.2		Some improvement was made in grade seven (-1.0), and significant improvements were made in grades six (2.5) and eight (7.1).
Mathematics				
“Every test taker” (ETT) category				
Proficient and Advanced TCAP	6.2	13.3		
Grade 5	8.0	20.0		
Grade 6	1.1	9.5		
Grade 7	6.3	5.7		
Grade 8	6.5	18.1		
Subgroups:				
African American	NA	11.7		
Hispanic	15.4	35.7		
				While gains were made across all subgroups, the school still has a significant subgroup gap in student learning. Noted progress is for the subgroups: Hispanic and Special Education students.

White	12.8	21.4	
Asian	NA	NA	
LEP	NA	NA	
Econ Disadvantaged	6.5	13.5	
Sp. Ed.	20.9	36.2	
Female	6.5	11.1	
Male	6.0	15.6	
ACT scores (if applicable) Explore-Median National Percentile Composite (8 th grade)	NA	NA	<p><u>The needs assessment outlines two major areas of deficiency for Brick Church. First, it indicates a lack of instructional consistency. As a recent Tribal Group management report on Brick Church indicated: “The school’s main areas for improvement are centered on teaching and learning especially in terms of differentiation, evaluating students’ understanding of learning and higher expectations for students.” Results indicate that, while there have been bumps in certain grades on TCAP and recent interim assessments, those gains have not been sustainable and do not drive instructional practice. Second, 8th grade test results and Explore data indicates that the school is failing to put its students on a path to college-readiness. The following chart lists the Brick Church Middle School Explore scores for 2011.</u></p> <ul style="list-style-type: none"> • <u>90% of 2011 8th graders scored a 12 or lower on the English/Reading portion of the Explore.</u> • <u>88% of 2011 8th graders scored a 12 or lower on the Math portion of the Explore.</u> <p><u>Note: Explore data provided by the Brick Church Middle School Principal and documented in the annual School Improvement Plan (SIP) as submitted to MNPS and the state.</u></p> <p><u>LEAD was selected to transform Brick Church due, in large part, to our mission of graduating 100% of our students college-ready. Accordingly, we have chosen academic standards, curriculum, and assessments that align with one another, prepare all students for</u></p>

			<p><u>college-readiness, and drive instructional excellence. Our restart model, described in detail in the charter application approved by the Achievement School District, and attached to this application, has been designed to allow instructors to work collaboratively, both on their campus as well as with instructors at other LEAD campuses to examine what is working and what is not and find the best way to see that all of our students reach their potential. Our model also allows staff to use the information from interim assessments to refine curriculum and classroom practices and to ensure that the school can quickly respond to the needs of individual learners. As such, when these assessments reveal that students are not performing at appropriate levels, modifications to curriculum and individual student programs are made – often during the same week in which the data is generated.</u></p> <p><u>Our model specifically focuses on not only bringing students up to grade level, as measured by the state assessments, but also putting them on a path to college-readiness. One of the most important pieces of our restart model is to implement the NWEA/MAP (Northwest Education Association) assessment program. We have chosen this assessment program for several reasons. First, the NWEA/MAP is aligned with the Common Core standards. Second, the tests are not only aligned with ACT readiness, but research has shown that the NWEA/Map assessments are highly predictive of ACT scores. Third, and most importantly, the NWEA/Map system allows our teachers and staff to use a common assessment language across schools and subject areas, which, in turn, allows all staff to maintain a consistent focus on our ultimate objective, college-readiness for all students.</u></p> <p><u>In real terms, based on previous data, LEAD expects students at Brick Church to arrive testing, on average, at a 194 Fall RIT score for Reading and a 198 Fall RIT score for Math, both at the mid-3rd grade</u></p>
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		<p><u>level. LEAD's goals are ambitious and are based on getting our 8th graders, in year 4 of the restart model, to a path of college-readiness. Based on research, to be considered on the path to college-readiness, a student in the 8th grade would need to score at least a 230 for Reading and a 230 for Math. Scoring at these levels, based on research, correlates with an Explore Score of 15 on both Reading and Math, which puts students on track for at least a 21 on their ACT tests.</u></p> <p><u>Approaching our restart model with the Explore tests as our leading indicator of college-readiness in the 8th grade, students would, on average, be expected to make 8 point gains in Reading and Math per year (or 2 points per quarter). While ambitious, we feel that utilizing the Accelerated Math/Reader program and a blended approach of CAFÉ and Guided Reading will produce substantial gains for our students and put them on the path to college-readiness. Furthermore, and more importantly, we feel like the NWEA/MAP assessment program affords our staff the greatest amount of feedback and actionable data.</u></p> <p><u>We will use the DesCartes tool from NWEA/MAP to gauge gaps between what a student is ready to learn, and what the curriculum is presenting. Armed with this knowledge, teachers will develop goals and design instruction to help close the gaps Brick Church Students come in with from the fourth grade.</u></p> <p><u>In Math we will use Accelerated Math to provide daily information about student progress towards math mastery, skill by skill. Accelerated Math has been proven successful in 73 independent studies and has been recognized by National Center on Student Progress Monitoring as an effective tool for increasing student performance. Accelerated Math is not our Math curriculum rather it will be used to progress monitor and help close the gaps in students</u></p>
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			<p><u>understanding of math concepts.</u></p> <p><u>In Reading we will be using both Café and Whole Group Instruction. This dual approach will allow teachers to have voracious reading in the classroom with texts at independent level. Students at Brick Church will be reading and interacting with complex texts while regularly communicating their ideas through writing, thus allowing them to frequently discuss authors’ and their own arguments. The Café method is an approach to reading that develops great reading habits through Comprehension, Reading Accuracy, Reading Fluency and Extended Vocabulary. The Café approach uses daily progress monitoring techniques that helps students develop mastery in reading through independent leveled text.</u></p>
4. School Culture and Climate	Provide a summary of existing status and current needs.		
<p>TELL Survey Analysis</p> <p>School Safety</p> <p>Student Health Services</p> <p>Attendance Support</p> <p>Social and Community Support</p> <p>Parent Support</p>	<p>TELL survey results show that only one-fourth of the Teachers agreed that they are allowed to focus on educating students with minimal interruptions compared to 66 percent state average. An overwhelming majority of teachers do not feel a linkage to parents. Twenty-one percent agreed that Parents/guardians are influential decision makers in the school compared to 65 percent statewide. Only 38.2 percent felt that Parents/guardians know what is going on in this school compared to 84 percent. Only one-fifth agreed that Parents/guardians support teachers, contributing to their success with students compared to 66.4 percent statewide. Twenty-nine percent of teachers agreed that The community we serve is supportive of the school compared to 81.5 percent statewide. Only 27 percent agree There is an atmosphere of trust and mutual respect compared to 75 percent statewide.</p> <p>The Tribal Navigator Report shows that Engagement: Teaching and Learning is at level 2—Developing. The diagram below shows the results of the online Navigator survey. Anecdotal evidence offered by students and staff, indicates that student culture has improved over the last few years. This was evident</p>		

	<p>during the review with the vast majority of students showing positive attitudes to learning and acceptable levels of behavior. Students are polite and friendly to visitors. A very small minority of students present challenging behavior but overall, the reviewers would judge student culture at a developing level rather than at the beginning stage.</p> <p>The school has one campus supervisor and an SRO. We have community leaders that come in and present to parents and students. There is a positive behavior intervention support person who oversees the behavior management program and intervenes if there is a student safety or security issue.</p> <p>There is a health class taught by the P.E. teacher. Speakers that come in and do presentations on health and nutrition. We are a USDA Silver School and the Principal and a teacher met the First Lady in the White House to receive this award. We are also participating with the Coordinated School Health Services. We received a grant last year to provide fresh fruit and vegetables each day.</p> <p>There is a truancy officer who conducts meetings at the school with students who have truancy issues.</p> <p>The Dirty Dozen is a men's organization that works in our school every Monday and Wednesday in the cafeteria mentoring and helping with the lunch line. Ladies of Unique also volunteer on Mondays and Wednesdays in the cafeteria. Girls, Inc., Boy Scouts, My Sister's Keeper, The Talented Tenth, and Mount Zion Baptist Church are community partners. McDonalds, Jacks Bar-B-Q, and the Dirty Dozen are Community Partners as well.</p> <p>The school had a Challenge Day focused on social/emotional development. Students were grouped to do team-building exercises, experiential learning and safe talk with their teachers and each other.</p> <p>According to the Principal, "our greatest need is consistency in structure and organization. The climate is very positive. Students show a great need to want to learn, and the teaching culture has improved somewhat due to the changes made in teacher positions. We need to keep our literacy and numeracy coaches in place."</p>
5. Rigorous Curriculum- Alignment of curriculum with state standards across grade levels	Provide a summary of existing status and current needs.
Curriculum Intervention Programs	Fast Forward is a literacy and reading program. We use Apangea for a math intervention program as well

	<p>as IXL, another math intervention program. We have intervention times staggered per grade level throughout the day. We have two computer labs. All 8th graders have their own Netbook. We have two mobile labs available for the remaining grades.</p> <p>We also offer two courses for high school credit: algebra and physical science.</p>
Enrichment Programs	IXL, Apangea, and Fastforward are also enrichment programs. We also have Encore for 5 th -8 th grade GT students.
Dual enrollment (if applicable)	NA
Advanced Placement (if applicable)	NA
6. Instructional Program	Provide a summary of existing status and current needs.
Planning and implementation of research based instructional strategies	Daily lesson planning has been introduced and teachers use ‘I can’ statements to identify the lesson intention for students. However, student success in achieving the lesson objective is not always reviewed at the end of lessons. Most teachers are successful in engaging their students although the evaluation of student learning and whether students have fully understood ideas and concepts is not always rigorous enough. Consequently, students can leave lessons not fully understanding what they have learnt. As lessons are rarely differentiated, teachers’ expectations tend to be the same for all of the students in their class. This often means that more able students are not challenged sufficiently whilst students who find their work difficult struggle to keep up. In the worst situations, more able students finish their work quickly while those who struggle with their work have difficulty getting started. This was observed in a few lessons during the Tribal external review.
Use of instructional technology	Based on the Tribal review, technology is used effectively in most lessons to make learning more interesting. Most of the technology available to teachers is utilized well although more imaginative use of these resources would improve teaching and make learning more relevant and fun.
Use of data analysis to inform and differentiate instruction	Tribal results show that quite a bit of work has been undertaken with the ‘use of data’ although this is not always reflected in classroom instruction.
Number of minutes scheduled for core academic subjects	We have 75-minute blocks.

7. Assessments	
Use of formative, interim, and summative assessments to measure student progress	Many assessments come from IXL, Apangea, and Fast Forward. We also have Voyager Math assessments and district mandated DEA formative assessments.
Timeline for reporting student progress to parents	<p><u>Mid-term progress reports and report cards occur throughout the year as well as parent-teacher conferences as necessary. Teachers as teams will also communicate progress or concerns throughout the school year to parents and are guided by each student's Crew Teacher, who takes responsibility for social and emotional support of a gender based group of student for an entire year.</u></p> <p><u>LEAD's model, used as a Phase-In Restart for Brick Church Middle School includes significant stakeholder involvement. LEAD schools are open for visitation and the commitments to LEADership that every student, parent, and staff member sign are visible in prominent locations and remind us every day of our work together. Parents meet with staff at the beginning of the school year to reiterate their shared commitment to their child and the school's success. Several times a year parent nights are held, there are various student events, and awards celebrations built into the regular school calendar. LEAD holds board meetings on school premises and it is common to find board members, community members, parents, Rotarians, etc. in the building nearly every day. Partnerships with numerous community organizations are evidenced in the charter application. LEAD schools are particularly notable for our commitment to student led conferences (SLCs) whereby students lead their self-evaluation among peers, younger students, teachers, family members and working professionals. SLCs occur twice a year in January and May and every student is required to deliver a rigorous authentic presentation of their work and development on agreed upon goals following a consistent rubric.</u></p>
8. Parent and Community Support	Provide a summary of existing status and current needs.
Social and community services to students and families	See # 4 above.

2. Annual Goals for Student Achievement for Tier I, Tier II and Tier III schools

Based comprehensive needs assessment of each Tier I, Tier II and Tier III school the LEA will serve, establish the annual goals for student achievement on the most recent TDE assessments in both reading/language arts and mathematics AND applicable graduation or attendance rate.

For each school the LEA intends to serve, provide in an attachment (label as Attachment 1),

f. A copy of the most recently revised Tennessee School Improvement Plan (TSIP) Component 4,

OR

b. the “streamlined” improvement plan developed in Fall 2011, Revised Tennessee School and District Improvement Planning document.

Brick Church is a phase-in Restart that will begin in the 2012-2013 School Year. The goal of the restart model is to take Brick Church Middle School from the bottom 5% of schools in the state and transform it into Brick Church College Prep, a top quartile school, within 5 years. All elements of the School Improvement Plan may be found in the approved charter application for Brick Church College Prep. This application was independently evaluated and recommended for approval by the National Association of Charter School Authorizers (NACSA). It was based on the restart conversion model currently underway at Cameron College Prep, and was approved by the Tennessee Achievement School District. Please find the entire charter application narrative (as approved by the Achievement School District) as *Attachment 1. Restart Model*

School Name: Brick Church Middle School	Tier: III
<p data-bbox="186 228 804 261">Rationale for selection of intervention model:</p> <p data-bbox="92 302 1892 410"><u>The goal of the restart model is to take Brick Church Middle School from the bottom 5% of schools in the state and transform it into Brick Church College Prep, a top quartile school, within 5 years. The rationale for the intervention model is also addressed in item 2. b. above.</u></p> <p data-bbox="92 451 1871 548">The Phase-In Restart model was selected as it is LEAD’s model of school improvement currently being successfully implemented at Cameron College Prep, a similarly low performing (bottom 5%) school with significant special education, ELL, and low income student demographics. The model is well documented in the charter application previously approved the Achievement School District and attached hereto.</p> <p data-bbox="92 586 1892 816"><u>The Phase-In Restart model allows for extensive and targeted resources to drive dramatic change in what is a relatively short timeframe. It is important to invest appropriate resources on the front end in order to develop the capacity and momentum to sustain strong results in later years. SIG funds are necessary as Title Vb charter school startup funds are not available to this school. As noted below, the percentage of SIG funds supporting the necessary infrastructure decreases each year as the Restart progresses and school improvement strategies are built into the school’s operating structure -- 30% in Year 1, 25% in Year 2 and 20% in Year 3. In addition, LEAD is investing significant additional resources to develop the infrastructure necessary to provide sufficient design, support, and implementation of the restart model and to ensure long-term success is maintained. As additional schools are launched the supports required for the Brick Church restart will be spread over future schools and after expected to be sustainable after year 3.</u></p> <p data-bbox="186 854 1709 886"><u>The restart model for Brick Church Middle School begins with the following rationale and primary focus areas:</u></p> <ul data-bbox="142 898 1892 1304" style="list-style-type: none"> <li data-bbox="142 898 1892 995">• <u>analyze a dramatic change in school culture and immediately address academic deficits with in order to produce an environment evidencing strong leadership, a sense of urgency, high expectations, and adequate resources and support for teachers and students.</u> <li data-bbox="142 1011 1892 1101">• <u>immediately increase the quality and consistency of instruction and support it with coaching, instructional leadership and aligned curriculum and student performance goals.</u> <li data-bbox="142 1117 1892 1206">• <u>provide ample and concentrated oversight and management of the Restart to ensure an efficient and effective Restart process and allow school leaders, teachers, counselors and other staff to build the capacity to maintain this focus in later years.</u> <li data-bbox="142 1222 1892 1304">• <u>implement a strong culture of achievement that begins with targeted support for social and emotional challenges, and focuses on literacy and numeracy support for all students.</u> <p data-bbox="92 1373 1152 1403"><u>Key Elements of the Intervention Model (Phase-In Restart) During Years 1, 2, and 3:</u></p>	

- ll students (including identified special education students) at this Title I, high-poverty school need high levels of literacy and numeracy support as well as social and emotional support to help them achieve academic success over the term of this grant and the entire Restart process. Exemplary consultants, with whom the District leadership has worked successfully over the past several years, will provide professional development.
- ll students deserve and need up-to-date technology for curriculum implementation, testing practice and skills development.
- ll students need a process through which to see multiple career and higher education opportunities that are available to them as motivation to succeed in middle and high school in preparation to take the next steps to college and careers.
- rovide concentrated oversight and management of the Restart to ensure an efficient and effective Restart process and allow school leaders, teachers, counselors and other staff to focus on providing students with the support and encouragement they need to reach their academic and personal goals. Note: this percentage decreases each year as the Restart progresses and school improvement strategies are built into the school's operating structure -- 30% in Year 1, 25% in Year 2 and 20% in Year 3.

The District will use the Restart model to phase-in new school leadership, highly qualified instructors and support staff, a school-wide student achievement and success plan. The District will phase in one grade each year for the next four years (three years of which will be supported by this grant if approved) until the entire school is composed of new and highly qualified school leaders, teachers and support staff. Brick Church Middle School was selected for Restart because its student achievement scores are in the lowest 5% of schools in the State of Tennessee.

BCCP (Brick Church College Prep) also intends to assess the TCAP progress of each entering cohort. In addition to the overall TCAP proficient and advanced rates for all grades combined, we will compare TCAP growth from 4th grade scores for each incoming 5th grade cohort (baseline) and assess gains through 8th grade. Our goal is that gains from the 4th grade starting point through 8th grade would place BCCP in the top 25% of schools in the state in terms of gains.

If the LEA has begun in whole or in part a restart intervention model within the past two years, and wished to continue, describe the actions that have been taken up to the present that are relative to the restart requirements. Cite evidence of the impact of the model on the school to date: The LEA has not yet begun in whole or in part a Restart intervention model. Brick Church Middle School is the District's first school intervention and the process is based upon a successful Restart being led by LEAD Public Schools at Cameron College Prep in Nashville and is will begin in July 2012.

Brick Church College Prep Annual Goals for Reading/Language Arts on State Assessments for all students by year:							
Grades	Year 0 Baseline	Year 0	Year 1	Year 2	Year 3 SIG	Year 4	Year 5 ASD
	2010 - 2011	2011 - 2012	2012 - 2013 Grade 5	2013 - 2014 Grades 5-6	2014 - 2015 Grades 5-7	2015 - 2016 Grades 5-8	2016 - 2017 Grades 5-8
% proficient	20%	tbd	26%	33%	40%	49%	57%
% point increase per year			6%	7%	7%	9%	9%

Quarterly Milestone Goals for Reading/Language Writing on NWEA/MAP for “all students” group and for each subgroup for SY 2012-13				
	<i>Quarter 1</i>	<i>Quarter 2</i>	<i>Quarter 3</i>	
Every Test Taker (ETT)	Baseline NWEA/MAP from first test administration	Average of 75% of one year's growth by second test administration	Average of 150% of one year's growth by third test administration	
Subgroups:				
African American	Baseline NWEA/MAP from first test administration	Average of 75% of one year's growth by second test administration	Average of 150% of one year's growth by third test administration	
Hispanic	Baseline NWEA/MAP from first test administration	Average of 75% of one year's growth by second test administration	Average of 150% of one year's growth by third test administration	
White	Baseline NWEA/MAP from first test administration	Average of 75% of one year's growth by second test administration	Average of 150% of one year's growth by third test administration	
Asian	Baseline NWEA/MAP from first test administration	Average of 75% of one year's growth by second test administration	Average of 150% of one year's growth by third test administration	
LEP	Baseline NWEA/MAP from first test administration	Average of 75% of one year's growth by second test administration	Average of 150% of one year's growth by third test administration	
Econ Disadvantaged	Baseline NWEA/MAP from first test administration	Average of 75% of one year's growth by second test administration	Average of 150% of one year's growth by third test administration	
Sp. Ed.	Baseline NWEA/MAP from first test administration	Average of 75% of one year's growth by second test administration	Average of 150% of one year's growth by third test administration	

Female	test administration		growth by second test administration		growth by third test administration		
	Baseline NWEA/MAP from first test administration		Average of 75% of one year's growth by second test administration		Average of 150% of one year's growth by third test administration		
	Baseline NWEA/MAP from first test administration		Average of 75% of one year's growth by second test administration		Average of 150% of one year's growth by third test administration		
Male							
Brick Church College Prep Annual Goals for Math on State Assessments for all students by year:							
Grades	Year 0 Baseline	Year 0	Year 1	Year 2	Year 3 SIG	Year 4	Year 5 ASD
	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017
			Grade 5	Grades 5-6	Grades 5-7	Grades 5-8	Grades 5-8
% proficient	13%	TBD	19%	28%	36%	46%	57%
% point increase per year			6%	8%	8%	10%	10%

Quarterly Milestone Goals for Math on interim assessments for “all students” group and for each subgroup for SY 2011				
	<i>Quarter 1</i>	<i>Quarter 2</i>	<i>Quarter 3</i>	
Every Test Taker (ETT)	Baseline NWEA/MAP from first test administration	Average of 75% of one year's growth by second test administration	Average of 150% of one year's growth by third test administration	
Subgroups:				
African American	Baseline NWEA/MAP from first test administration	Average of 75% of one year's growth by second test administration	Average of 150% of one year's growth by third test administration	
Hispanic	Baseline NWEA/MAP from first test administration	Average of 75% of one year's growth by second test administration	Average of 150% of one year's growth by third test administration	
White	Baseline NWEA/MAP from first test administration	Average of 75% of one year's growth by second test administration	Average of 150% of one year's growth by third test administration	

	test administration	growth by second test administration	growth by third test administration
Asian	Baseline NWEA/MAP from first test administration	Average of 75% of one year's growth by second test administration	Average of 150% of one year's growth by third test administration
LEP	Baseline NWEA/MAP from first test administration	Average of 75% of one year's growth by second test administration	Average of 150% of one year's growth by third test administration
Econ Disadvantaged	Baseline NWEA/MAP from first test administration	Average of 75% of one year's growth by second test administration	Average of 150% of one year's growth by third test administration
Sp. Ed.	Baseline NWEA/MAP from first test administration	Average of 75% of one year's growth by second test administration	Average of 150% of one year's growth by third test administration
Female			
Male			
Quarterly Milestone Goals for Math on interim assessments for “all students” group and for each subgroup for SY 2011 <u>are not applicable</u> for Brick Church Middle School as the Restart process will not begin until the 2012-2013 school year; SY 2011 goals would not be included in this application.			
Annual Goals for “other academic indicator” – attendance	<i>SY 2012</i>	<i>SY 2013</i>	<i>SY 2014</i>
Schoolwide	93.8%	94.8%	95.7%
Quarterly Milestone Goals for “other academic indicator” – attendance -- for SY 2011			
	<i>Quarter 1</i>	<i>Quarter 2</i>	<i>Quarter 3</i>
Every Test Taker (ETT)	93.8%	94.8%	95.7%
African American	93.8%	94.8%	95.7%
Hispanic	93.8%	94.8%	95.7%
White	93.8%	94.8%	95.7%
Asian	93.8%	94.8%	95.7%
LEP	93.8%	94.8%	95.7%
Econ Disadvantaged	93.8%	94.8%	95.7%
Sp. Ed.	93.8%	94.8%	95.7%
Female	93.8%	94.8%	95.7%
Male	93.8%	94.8%	95.7%

The Brick Church College Prep charter application, as recommended for approval by NACSA, and as formally approved by the Tennessee Achievement School District contains extensive specificity of the elements of the Phase-In Restart Model.

LEA Design and Implementation of the Intervention Model for Each Year of the Grant Identified Need from Assessment	Action Steps as described in LEA Design and Implementation of the Model	Timeline for Implementation	Name and Position of Person(s) Responsible
<p><i>YEARS 1, 2 and 3:</i> All students (including identified special education students) at this Title I, high-poverty school need high levels of literacy and numeracy support as well as social and emotional support to help them achieve academic success over the term of this grant and the entire Restart process. Exemplary consultants, with whom the District leadership has worked successfully over the past several years, will provide professional development.</p>	<p>Provide intensive counseling and focused literacy and numeracy instruction for entire student body and specialized support for high MIS students. Track student attendance in support of SIG goal to increase student attendance percentage each year.</p>	<p><u>July-August: Summer training and initial diagnostic work with each student is completed, including review of all IEPs and prior student assessment data.</u></p> <p><u>July-August: All students are placed in Crews (advisories) and social and emotional supports are implemented.</u></p> <p><u>July-August: 2 week (80+ hours) teacher induction process and training on curriculum and key elements of instructional practice</u></p> <p><u>September: NWEA/MAP baseline administration is</u></p>	<p>School Director – Edon Katz</p> <p>Special Education – LaToya Bryant</p> <p>Counselor – TBH</p> <p>Instructional Paraprofessional – TBH</p> <p>Reading Specialist and Math Specialist – TBH</p> <p>Academic Interventionist and Student Support Specialist – TBH</p> <p>Dir of Curriculum – TBH</p> <p>Consultants - TBH</p>

LEA Design and Implementation of the Intervention Model for Each Year of the Grant Identified Need from Assessment	Action Steps as described in LEA Design and Implementation of the Model	Timeline for Implementation	Name and Position of Person(s) Responsible
		<p><u>given.</u></p> <p><u>August – December:</u> <u>Longer school day begins (730am – 5pm)</u> <u>implemented with additional time for math, reading, and Crew activities.</u></p> <p><u>January: Second NWEA/MAP administration is given.</u></p> <p><u>May: Third NWEA/MAP administration is given</u></p> <p><u>Annual cycle repeats, but is supported by existing systems and training plans previously implemented.</u></p>	
YEARS 1, 2 and 3: All students deserve and need up-to-date technology for curriculum implementation, testing practice and skills development.	Provide tablet at ratio of 2: 1 (2 students for every 1 tablet) and two mobile laptop carts per grade for classroom and individual student use (2 students for every 1 laptop). Also provide one laptop for	<u>July – Sept: Installation and implementation of digital learning resources (Accelerated Reader/Math, etc.).</u>	Technology Coordinator – to be hired through District to directly support school.

LEA Design and Implementation of the Intervention Model for Each Year of the Grant Identified Need from Assessment	Action Steps as described in LEA Design and Implementation of the Model	Timeline for Implementation	Name and Position of Person(s) Responsible
	each staff member each year. Includes Elearning software and supplemental instructional materials.	<u>Deployment of staff and student computer resources, including CIPA compliance, training, set up, and access to curriculum materials.</u> <u>Configuration of the NWEA/MAP technology for interim assessments.</u> <u>Training of staff on access and use of resources.</u> <u>Annual cycle repeats, but is supported by existing systems and training plans previously implemented.</u>	
<i>YEARS 1, 2 and 3:</i> All students need a process through which to see multiple career and higher education opportunities that are available to them as motivation to succeed in middle and high school in preparation to take the next steps to college and careers.	Conduct outreach activities which engage the community in the education of students and provide tangible examples of potential careers and higher education needs to meet them. Activities include field experiences at adult workplaces and college field trips.	<u>January: Student Led Conferences occur, extensive parental communication, and mock interviews for college admissions.</u> <u>April – May: college trips</u>	Outreach Coordinator – to be hired through District to directly support school.

LEA Design and Implementation of the Intervention Model for Each Year of the Grant Identified Need from Assessment	Action Steps as described in LEA Design and Implementation of the Model	Timeline for Implementation	Name and Position of Person(s) Responsible
		<u>occur for each grade.</u>	
<i>YEARS 1, 2 and 3:</i> Provide concentrated oversight and management of the Restart to ensure an efficient and effective Restart process and allow school leaders, teachers, counselors and other staff to focus on providing students with the support and encouragement they need to reach their academic and personal goals. Note: this percentage decreases each year as the Restart progresses and school improvement strategies are built into the school's operating structure -- 30% in Year 1, 25% in Year 2 and 20% in Year 3.	Facilitate the meeting of all stringent and required SIG reporting and evaluation components and ensure a successful initiation and three-year implementation of the school Restart process.	<u>Year Round: Leadership conducts hiring, refines key instructional elements, trains leadership staff, coordinates activities with ASD for community outreach, manages budget, conducts compliance activities, plans for food service, facilities, transportation, and other operational elements. Collaboration with district, stakeholder communication, grant reporting, financial management, HR support, etc.</u>	Achievement School District staff and their contracted organization as well as MNPS. CEO – Jeremy Kane COO – Chris Reynolds CFO – TBH
<u><i>YEARS 1, 2 and 3:</i> Implement LEAD's internal human capital development processes that utilize the TAP system and LEAD's base of instructional practice and leadership training</u>	<u>LEAD provides a full two-week teacher preparation program prior to the start of each school year and also ensures at least two weeks of PD occur throughout the</u>	<u>Summer and Q1: Two week teacher induction, and initial review of data, goal setting for each</u>	Achievement School District staff and their contracted organization as well as MNPS.

LEA Design and Implementation of the Intervention Model for Each Year of the Grant Identified Need from Assessment	Action Steps as described in LEA Design and Implementation of the Model	Timeline for Implementation	Name and Position of Person(s) Responsible
<u>resources. Revise and support practices to assist teachers in reaching their professional development goals.</u>	<u>academic year. In addition, staff meets weekly for at least 4 hours of targeted PD activities run by both internal and outside resources.</u>	<u>teacher, and preliminary observations.</u> <u>Q2: Peer reviews, second formal evaluation, ongoing PD for teachers, and development of specific supports identified by content area coaches.</u> <u>Q3 and Q4: Review of NWEA/MAP data, additional supports provided based on data outcomes.</u>	
<u><i>Please refer to the entire charter application attached to this grant proposal that details the Phase-In Restart model and the various activities that occur throughout the year to ensure successful implementation of the model.</i></u>			
Description of LEA's Restart Process: The Restart process for Brick Church Middle School has several steps, including the following key milestones: approval of the charter and the District's approval of LEAD Public Schools as the management organization (completed), exhaustive outreach to zoned enrollment families within the school's enrollment area, sharing spaces within the school with MNPS during the 4-year phase-out process, hiring exemplary leadership, teaching and support staff, extensive professional development for all school staff.			

Appendix F

Professional Development: Ongoing professional development, including job-embedded training designed to build capacity and support staff, is an integral part of successful school reform. While no specific amount of SIG funds are required for professional development, plans for professional development to be provided through SIG must be included in TSIPP Component 4 (goals, actions steps, and implementation plans). This includes literacy and mathematics training for the staff unless the school demonstrates proficiency in this area.

Who in the LEA will ensure implementation of professional development plans with SIG funds?

Director of Professional Development

Provide this school's PD plan including topics and projected dates.

See below

One of the major outcomes of the SIG funding, should it be granted, is to develop a specific and robust professional development plan that will meet the needs of the students and will complement and supplement the skills that the leadership, teaching and support staff will bring. Plans for now include a 2-week staff induction intensive training sessions, 2 hours of professional development each week based on students' needs as shown by students' performance on assessments and as observed by teachers, one full day per month of professional development during the school year, up to three days of professional development at the end of the school year, and individual mentoring and training as needed throughout the school year. Key areas to be covered in professional development sessions and activities will include literacy and numeracy guidance for students, effective parent communication and involvement as partners in the education process, lesson planning, special education and English Language Learner (ELL) courses as needed along with support for LEAD Public School's special education full inclusion model and other areas that will benefit students in their goals for academic and personal achievement.

Appendix F

Appendix F-SCHOOL COVER SHEET – Restart Model

School Name: Cornerstone Prep-Lester Campus Address: 320 Carpenter Street Memphis, TN 38112	District Point of Contact (POC) Name & Position: Dr. Gwendolyn L. Watson Phone#: 615-532-4710 Email Address: gwatson@tnasd.org	
School Number: 0425	Number of Students Enrolled (SY 2011-2012): Estimated 650	
Grade levels enrolled (SY 2011-12): PK-8		
Year the school entered school improvement status: <u>2009</u>	Tier Level Tier I <u> X </u> Tier II _____ Tier III _____	
Principal's Name SY 2012-13: (Indicate <i>TBD</i> if unknown at this time.) Lisa Settle Phone # 901.261.4329 Email Address: lsettle@cornerstoneprepmemphis.org	School Improvement Status _____ Good Standing _____ School Improvement 1 _____ School Improvement 2 <u> X </u> _____ Corrective Action _____ Restructuring 1 _____ Restructuring 2/ Alt. Governance _____ State/LEA Reconstitution	
Title I Status: <u> X </u> _____ Schoolwide Program _____ Targeted Assistance Program <u> X </u> _____ Title I Eligible School	Intervention Model Selected (Tier I or II, III) <u> X </u> _____ Restart Model	
Waiver Request(s): _____ Requested for this School <u> X </u> _____ Not Requested for this School	Amount the LEA is requesting from SY 2012-13 School Improvement Funds for the next three years for this school*: * Each year--not to exceed \$2 million	
	Pre-Implementation Activities Year 1	\$82,000
	Year 1: SY 2012-13 excluding pre-implementation	\$763,600
	Year 2: SY 2013-14	\$876,606
	Year 3: SY 2014-15	\$902,904
	Three Year Total Budget	\$2,625,110

School Level Descriptive Information
School Comprehensive Needs Analysis:

Using the analysis of the data in the areas below, provide a summary and conclusion for each of the areas as indicated.
Using the needs assessment, each LEA is required to select an intervention for each school.

School Name: Lester School to be converted to Cornerstone Prep in 2012-2013			Tier:	Intervention Model
Provide a minimum of two years of data.			Provide a summary and conclusion of the analysis of each area.	
3. Student Profile Data	2009-	2010-	Lester School is a large prek-8 school in a low-income, mostly African American neighborhood. The school has a long record of low achievement and an unhealthy school culture. The promotion rate indicates that students are passed along from 8 th grade to high school without being prepared, as evidenced by an 8% advanced and proficient rate for 2010-2011. The expulsion rate supports the unhealthy school culture, as does the significant police presence and daily use of metals detectors. The high turnover rate of school leadership has also contributed to the poor morale of teachers and poor performance of students.	
	2	2		
	0	0		
	1	1		
	0	1		
Total student enrollment	666	674		
Grade level enrollment	Est. pk-2 229 3-8 437	Est. pk-2 241 3-8 433		
Number of students in each subgroup (List applicable subgroups below)	AA 649 Asian 5 Hisp 4 Nat Am 1 White 7 Ec Dis 660 Fem 310 Male 339	AA 652 Asian 7 Hisp 7 Nat Am 1 White 7 Ec Dis 624 Fem 316 Male 336		
Mobility % - Entrants, Withdrawals	Data not available	Data not available		
Attendance %	94.8	93.1		
Suspensions	228	190		
Expulsions	17	40		

Dual enrollment and/or Advanced Placement enrollment	Data not applicable	Data not applicable	
Graduation Rate (promotion rate)	96%	98.6%	
4. Staff Profile Data	Provide a summary and conclusion of the analysis of each area.		
Principal Length of time in position	The Principal has been at Lester for 1.5 years. The turnover in this position has been extensive over the last 10 years.		
Teaching Staff Number and % of experience in profession 1. 6-10 years 2. 11-15 years 3. 16-20 years 4. 21+ years	<p>Per the 2011 School improvement plan, the faculty at Lester consists of 1 principal, 1 assistant principal, 1 Instructional Facilitator, 1 parent counselor, 25 regular education teachers, 9 exploratory teachers, 3 ESL teachers, 2 self-contained ED teachers, 1 CDC teacher, 3 special education teachers, 2 school counselors, 1 psychologist, 1 social worker, 1 Speech Pathologist, 1 nurse, 1 supervising building engineer, 3 custodial workers, 1 cafeteria manager, 1 financial secretary, 1 SMS security, and 1 clerical assistant.</p> <p>54% of the faculty members have 0-10 years of teaching experience.</p> <p>21% of the faculty members have 11-20 years of teaching experience.</p> <p>24% of the faculty members have 21-35 years of teaching experience</p>		
Teaching Staff Number and % of experience in the school 1. 6-10 years 2. 11-15 years 3. 16-20 years 4. 21+ years	<p>55% of the faculty members have served 0-3 years at Lester School.</p> <p>24% of the faculty members have served 4-10 years at Lester School.</p> <p>12% of the faculty members have served 11-20 years at Lester School.</p> <p>9% of the faculty members have served 21 or more years at Lester School.</p>		
Teacher attendance rate	2009-2010 Data not available	2010-2011 97.3%	
Teacher evaluation composite data for tested subjects and grades	Data not available	2010-2011 TVAAS Data as	The TVAAS data shows that 66% of Lester teachers scored a grade 3 or lower in 2010-2011, with 33% of teachers having

		<p>reported by the system: 3 year composite scores:</p> <p>Level 5 11% Level 4 22% Level 3 33% Level 2 0% Level 1 33%</p>	the lowest score possible. The proposed strategies, resources and turnaround plans found in this grant proposal would significantly improve the TVAAS scores of all teachers in the school.
Teacher observation data	Data not available	<p>ERA Data. Effectiveness data as provided by the system:</p> <p>Highly effective 0% Effective 33% Not quite effective 55% Ineffective 11%</p>	The ERA data reveals that 66% of Lester teachers scored as either not quite effective or ineffective. This data supports the need for increased professional development, increase academic rigor and support provided by a literacy and math specialist in order to increase student learning and teacher effectiveness.
5. Student Achievement Data	2009-2010	2010-2011	Provide a summary of existing status and current needs.
“Every test taker” (ETT) category	<p>Math: According to results from the Additional Achievement Data on the TDoE Report Card TCAP Grades 3-8 Reporting Subgroup Disaggregation, data has been suppressed due to FERPA regulations for all categories.</p> <p>Reading/Language Arts: Below Basic: 60.4% Basic: 34.7% Proficient: According to Results from the Additional Academic Achievement Data on the TDoE</p>	<p>Math: Below Basic: 65.8% Basic: 27% Proficient: 5.5% Advanced: 1.6%</p> <p>Reading Language Arts: Below Basic: 55.3% Basic: 36.7% Proficient: 6.5% Advanced: 1.4%</p>	<p>All of the public data for the last two years confirms Lester School’s long-running performance and reputation as one of the lowest performing schools in the state of TN. The conversion of Lester School to a charter school is exactly what is needed to provide these students with an education that prepares them for college.</p> <p>Time on task and lack of differentiated instruction are two of the major causes of the low reading and language arts scores. Currently, there are very few supports or differentiated instruction opportunities for students, which causes teachers to “teach to the middle” and to be unable to reinforce reading concepts not mastered during the normal school day.</p>

	Report Card TCAP Grades 3-8 Reporting Subgroup Disaggregation, data has been suppressed due to FERPA regulations for the Advanced category.		The Cornerstone Prep approach will include a longer school day (7:30 until 3:50) and more time on task for the core subjects of literacy, math, science and social studies. For example, Cornerstone Prep students will receive more than 6 hours additional literacy instruction per week that equates to over 250 additional hours of literacy instruction per academic year. The students will receive whole group instruction and then the small group teachers funded by this grant proposal will enter the classroom to provide differentiated instruction to the students at their academic level. The teachers will use the data from exit tickets at the end of each lesson to determine the students who have not mastered the standard and these students will again be taught the material by the small group teachers and tutors funded by this grant.
Subgroups: Economically disadvantaged students, Special education students English Language Learners (ELL) Race/ethnicity subgroups Gender;	<p>Math: Economically Disadvantaged: According to Results from the Additional Academic Achievement Data on the TDoE Report Card TCAP Grades 3-8 Reporting Subgroup Disaggregation, data has been suppressed due to FERPA regulations for all categories of math except those noted below.</p> <p>Special Education: Below Basic: 74.1% Basic: 16.0% Proficient: 7.4% Advanced: 2.5%</p> <p>ELL: Below Basic: According to Results from the</p>	<p>Math: Economically Disadvantaged: Below Basic: 66% Basic: 27.1% Proficient: 5.3% Advanced: 1.6%</p> <p>Special Education: Below Basic: 78.8% Basic: 10.6% Proficient: 3.0% Advanced: 7.6%</p> <p>ELL: According to the NCLB (AYP) TN Report Card, data</p>	<p>The same is true for math, where Cornerstone Prep students will receive 420 minutes of math instruction per week, which exceeds district mandates by 25 minutes per day. The students will receive whole group instruction and then the small group teachers funded by this grant proposal will enter the classroom to provide differentiated instruction to the students at their academic level.</p> <p>In addition, the poor teacher, staff, parent and student culture dramatically impacts academic achievement. The addition of the Director of Family and Community Relations and Behavior Interventionist requested in this grant will directly affect the expectations, culture, attendance, engagement and performance of students.</p>

	<p>Additional Academic Achievement Data on the TDoE Report Card TCAP Grades 3-8 Reporting Subgroup Disaggregation, data has been suppressed due to FERPA regulations</p> <p>Basic: According to Results from the Additional Academic Achievement Data on the TDoE Report Card TCAP Grades 3-8 Reporting Subgroup Disaggregation, data has been suppressed due to FERPA regulations</p> <p>Proficient: According to Results from the Additional Academic Achievement Data on the TDoE Report Card TCAP Grades 3-8 Reporting Subgroup Disaggregation, data has been suppressed due to FERPA regulations</p> <p>Advanced: According to Results from the Additional Academic Achievement Data on the TDoE Report Card TCAP Grades 3-8 Reporting Subgroup Disaggregation, data has been suppressed due to FERPA regulations</p> <p>Language Arts: Economically Disadvantaged: According to Results from the Additional Academic Achievement</p>	<p>has been suppressed due to FERPA regulations for all ELL categories.</p> <p>Language Arts: Economically Disadvantaged: Below Basic: 55.2% Basic: 36.8% Proficient: 6.5% Advanced: 1.4%</p> <p>Special Education: Below Basic: 69.7% Basic: 16.7% Proficient: 6.1% Advanced: 7.6%</p> <p>ELL: According to the NCLB (AYP) TN Report Card, data has been suppressed due to FERPA regulations for all categories</p>	
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	<p>Data on the TDoE Report Card TCAP Grades 3-8 Reporting Subgroup Disaggregation, data has been suppressed due to FERPA regulations for all categories.</p> <p>Special Education: Below Basic: 75.3% Basic: 12.3% Proficient: 11.1% Advanced: 1.2%</p> <p>ELL: According to Results from the Additional Academic Achievement Data on the TDoE Report Card TCAP Grades 3-8 Reporting Subgroup Disaggregation, data has been suppressed due to FERPA regulations for all categories</p>		
School performance on value-added student achievement	<p>According to the TN Report Card, Value Added Data: Math: -2.5 Language Arts: -4.2</p>	<p>According to the TN Report Card, Value Added Data: Math: .4 Language Arts: -1.9</p>	<p>The low morale of teachers, high turnover in school leadership, high student-teacher ratio and lack of professional development for teachers lead to the low value added scores for the past several years.</p>
ACT scores (if applicable)	N/A	N/A	
6. School Culture and Climate	<p>Provide a summary of existing status and current needs.</p> <p>The Lester School culture suffers from a history of academic failure. The general sense that children from the Binghamton community cannot learn is pervasive among the staff. The school has long been described as a failing school, which has negatively impacted the staff and parent expectations. The school has suffered from periods of dangerous events as well as high Principal turnover for several years. The school has worked to</p>		

	<p>reduce the chaotic nature of the school but has not been able to impact academic achievement. Cornerstone Prep will bring hope to the school through a professional environment that includes higher expectations, a fast paced and energized culture, highly qualified teachers and an environment where students recognize their potential. Cornerstone Prep “sweat the small stuff” which creates an overall culture radically different than the current culture at Lester School.</p>
<p>TELL Survey</p> <p>School Safety</p> <p>Student Health Services</p> <p>Attendance Support</p> <p>Family and Community Support</p>	<p>TELL Survey: Here are the latest results from the TEL survey: More than half of those that responded feel that teachers are allowed to focus on educating students with minimal interruptions (58.6%). The staff feels that the school environment is clean and well maintained (83.3%). The staff strongly agrees that they are held to high professional standards for delivering instruction (86.7%). The staff agrees that school leadership facilitates using data to improve student learning (93.3%).</p> <p>Teachers also feel that there is an adequate amount of time provided for professional development (79.3%). 100% of the teachers use assessment data to inform their instruction. In addition, teachers feel that the school does a good job of encouraging parent/guardian involvement (70%).</p> <p>School Safety: Safety has become a higher priority at Lester School. During the 2008-2011 school years, the Memphis City Schools’ board developed a safety plan for the entire district. The plan included a goal of improving school climate, decreasing conflicts, and promoting a safe environment for learning. All Memphis City School students received identification badges that will enable the school to ensure accurate attendance and identification for students. The school has a digital Closed Circuit camera that monitors all hallways, stairways, and parking lot. The closed circuit digital security system gives immediate notification to Memphis City Schools’ security in the event of illegal or forced entry. The cameras are also monitored periodically by school personnel on a daily basis.</p> <p>In addition, Lester School uses metal detectors. Lester has a walk-through metal detector and hand held wands. Routine metal detector checks take place during the school day. Entrance into the building is only allowed by buzzer entrance. All visitors sign in using a visitor sign-in/out system that is linked to the national sex offender registry. Visitors wear a visitor’s pass while on the school premises. School employees wear MCS issued identification badges and are able to use the badge to gain entry into the building. Classrooms are equipped with telephones and intercoms. Teachers monitor the hallway during the change of classes. Non-homeroom teachers and Educational Assistants monitor the halls and campus before and after school. The principal, assistant principal, and male educational assistants walk different groups of students to different locations after school. The school has regular fire and tornado drills as mandated by the law.</p>

	<p>Lester also practices a Multi-Crisis Plan that covers emergency situations such as what to do in case of trespassers/intruders, fire or explosion and/or hazardous material incidents.</p> <p>Student Health Services: A MCS nurse comes to the campus one day per week.</p> <p>Attendance Support: Lester staff members make daily phone calls to parents of students who are absent. Lester also provides incentives for attending school on time and staying all day, every day.</p> <p>Family and Community Support: Mullins United Methodist Church, Hope Presbyterian Church, and Christ Community Health Services are all adopters of Lester Elementary. Lester provides written and verbal information to parents in multiple languages. Lester hired a Parent Advocate/Counselor in the fall of 2009. The school has a PTO and School Based Decision Making Council. The PTO president and Parent Advocate/Counselor help organize the parent Watch D.O.G.S. program. Parents also serve as testing proctors, room parents, and classroom volunteers.</p>
5. Rigorous Curriculum- Alignment of curriculum with state standards across grade levels	<p>Provide a summary of existing status and current needs. MCS Instructional Maps that lists the GLEs and SPIs are used to plan lessons. Lester also uses the Reporting Categories SPI list. These documents are located in the teachers Data notebooks. Unfortunately, the presence of the GLEs and SPIs in lesson plans has not translated into improved academic achievement. Cornerstone Prep will increase the rigor of the standards by creating Cornerstone Prep Academic Standards (CPAS), which combine Massachusetts state standards with Tennessee standards. This ensures students in Memphis are seeking to master the highest standards. All lesson plans and assessments will be linked directly to the CPAS. Students who have not mastered the standard in a particular lesson will participate in a re-teach session later that same day.</p>
Core English or Reading/Language Arts program	<p>Teachers use the MCS Instructional map plan for planning instruction. Teachers use a checklist to indicate the skills each student has mastered or not mastered. All adopted subject material is distributed to all teachers as material is delivered. Additional instructional resources are purchased through Title I and Site Based programs that follow TN standards. Reading Plus was included in the 2011 Lester School Improvement Plan as a “next step”. Despite these programs, Lester Reading/Language Art scores remain among the worst in the state. Cornerstone Prep will utilize Reading Mastery and extended literacy blocks, along with read aloud, handwriting and journaling to improve reading/language arts achievement.</p>
Core Mathematics and Algebra I programs	<p>Teachers use the MCS Instructional map plan for planning instruction. Teachers use a checklist to indicate the skills each student has mastered or not mastered. All adopted subject material is distributed to all teachers as material is delivered. Additional instructional resources are purchased through Title I and Site Based programs that follow TN standards. Reading Plus was included in the 2011 Lester School Improvement Plan as a “next step”. Despite these</p>

	programs, Lester math scores remain among the worst in the state. Cornerstone Prep will utilize Saxon math and extended math blocks, including problem solving and calendar math for lower grades to improve math achievement scores.
Curriculum Intervention Programs	Pacing and Curriculum guides indicate the standards expected to be mastered each 9 weeks. TN benchmarks for each school year are also reviewed at the beginning of the school year. Students get additional intervention support as time allows.
Enrichment Programs	Students involved in extracurricular activities must maintain at least a C average with E or S in conduct. Lester Middle School Sports include: Football, Basketball, Soccer, Volleyball, Track, Golf, Girls Softball, and Boy's Baseball. Lester also has a chess team. Students also participate in After School Tutoring, which is designed for students to provide assistance in preparation for the TCAP Achievement Test in Reading/Language Arts, Math, and Writing.
6. Instructional Program	Provide a summary of existing status and current needs.
Planning and implementation of research based instructional strategies	Teachers incorporate strategies from "Worksheets Don't Grow Dendrites" and Teach Like A Champion techniques to provide students with high quality learning environments. Administration monitors the instructional practices of teachers on a daily basis. The administration team meets to discuss concerns from the observations on a weekly basis. Individual teams and teachers meet with the administration team as well to discuss the concerns and to improve practices. Unfortunately, the school continues to have less than 10% of students score advanced or proficient in most core subjects.
Use of instructional technology	A few of the classrooms are equipped with either video projectors or other forms of technology. There is no consistent instructional technology.
Use of data analysis to inform and differentiate instruction	Formative assessments are administered three times a year. The data is recorded in each teacher's grading system as well as posted in the data room. The results are discussed during PLC meetings. Formative assessment results are provided for all tested grades. The information is recorded on a data chart. Weekly probes are generated from the Discovery Website and teachers use the test to plan their instruction.
Number of minutes scheduled for core academic subjects	The student's school day begins at 7:30 a.m. and ends at 2:15 p.m. Breakfast is served beginning at 6:45 a.m. Each day exceeds the state minimum by thirty minutes. The school meets the minimum number of minutes for core academic subjects.
7. Assessments	
Use of formative, interim, and summative assessments to measure student progress	Formative assessments are administered three times a year. The data is recorded to monitor the students' progress between the benchmarks. The results are discussed during PLC meetings focusing on specific target skills. Formative assessment results are provided for all tested grades. The information is recorded on a data chart to show progress or to monitor needs. Weekly probes are generated from the Discovery Website and teachers use the test to plan their instruction.
Timeline for reporting student progress to parents	Weekly newsletters and progress reports, along with 9 week report cards, communicate student progress to parents. Standardized test results are also provided to parents when available.

8. Parent and Community Support	
Social and community services to students and families	There are a number of community organizations that are involved at Lester School. During school tutoring is provided through Christ United Methodist Church and Junior League
Parent support to students and school	Lester provides written and verbal information to parents in multiple languages. Lester hired a Parent Advocate/Counselor in the fall of 2009 to work closely with parents to provide individual and family support. The school has a PTO and School Based Decision Making Council. The PTO president and Parent Advocate/Counselor help organize the parent Watch D.O.G.S. program. Parents also serve as testing proctors, room parents and classroom volunteers.

2. Annual Goals for Student Achievement for Tier I, Tier II and Tier III schools

Based comprehensive needs assessment of each Tier I, Tier II and Tier III school the LEA will serve, establish the annual goals for student achievement on the most recent TDE assessments in **both reading/language arts and mathematics AND applicable graduation or attendance rate.**

For each school the LEA intends to serve, provide in an attachment (label as Attachment 1),

g. A copy of the most recently revised Tennessee School Improvement Plan (TSIP) Component 4,

OR

h. the “streamlined” improvement plan developed in Fall 2011, Revised Tennessee School and District Improvement Planning document.

The achievement problems at Lester School are caused primarily by poor performance in three areas: 1. Academic approach and execution 2. Culture for teachers and staff 3. Culture for students and families. The Cornerstone Prep restart model addresses all of these issues directly and is based on the best practices of high-performing urban schools around the country. A summary of the root causes and connection to the turnaround plan is found below.

1. Academic approach and execution. The current approach to education consists of an academic day that ends at 2:15, contains frequent interruptions and student pull-outs, and the use of cartoons during instructional time. The elementary teachers are mostly tenured teachers who have consistently had failing academic results at Lester school. The instruction primarily targets the mid-point of the academic level of the class as a whole and therefore provides very little differentiated instruction. These and others factors have created an academic approach and instruction that produces consistently poor results.

The Cornerstone Prep approach will include a longer school day (7:30 until 3:50) and more time on task for the core subjects of literacy, math, science and social studies. For example, Cornerstone Prep students will receive more than 6 hours additional literacy instruction per week that equates to over 250 additional hours of literacy instruction per academic year. In addition, students receive 420 minutes of math instruction per week, which exceeds district mandates by 25 minutes per day. The students will receive whole group instruction and then the small group teachers funded by this grant proposal will enter the classroom to provide differentiated instruction to the students at their academic level. The teachers will use the data from exit tickets at the end of each lesson to determine the students who have not mastered the standard and these students will again be taught the material by the small group teachers funded by this grant. Cornerstone Prep teachers also receive 4 weeks of Professional Development each year to improve their execution in the classroom. In addition, the reading and math specialist requested in this grant would provide classroom teachers with specific training to more effectively close the achievement gaps in these two areas as well as an expert to teach students in small groups at the appropriate level. Finally, the tutors requested in this grant would provide additional after-school help to ensure that all students receive the instruction they need and deserve to be successful in the classroom. These and other portions of the Cornerstone Prep academic approach will significantly improve the academic achievement of students.

2. Teacher and staff culture. As noted by the statistics listed above, 45% of the current teachers have been at Lester for more than 4 years. During the last 6 years, there have been four different Principals leading the school. The ERA data from 2010-2011 reveals that 66% of teachers scored in the “not quite effective” or “ineffective” category. Also during this time, there have been no significant improvements in the academic success of students. This combination of leadership turnover and constant poor performance has led to a culture of frustration and low expectations for the staff. During interviews held earlier this year, many teachers expressed their frustration over the latest round of changes and belief that the performance would remain unchanged.

The Cornerstone Prep staff will visit high performing schools in New Orleans and Boston before beginning the 4 weeks of Professional Development as a team. These visits paint a picture of success that encourages teachers and provides measurable proof that the Cornerstone Prep approach to education will be successful in Lester School. The two-teacher model used in pre-kindergarten through second grade will also help teachers have more planning time and leads to increased morale of teachers as they feel less time pressure over the course of the year. Finally, the teacher to student ratio found in the Cornerstone Prep model is much lower than what currently exists at Lester. These intentional Cornerstone Prep strategies help equip and motivate teachers and staff and create a culture of high expectations and success for the entire team.

3. Lester families and students have grown accustomed to performing poorly on tests, missing school and participating in a chaotic environment. The number of expulsions and suspensions, along with student test scores over the last 10 years, provide data that reveals the consistency of problems with the student culture.

Cornerstone Prep believes that all children can learn and be successful as long as they have access to an achievement-oriented, structured, disciplined environment. Therefore, Cornerstone Prep creates a structured, disciplined environment where teachers are effectively managing classrooms. Students are expected to behave in accordance with Cornerstone Prep's discipline plan as outlined in the student handbook. Students who choose to misbehave lose privileges such as recess time or other special activity time. Parents of students who continue to misbehave receive a phone call from the Principal and parents are required to attend a meeting with the Principal and the student's teacher to determine a plan of action. In addition, Cornerstone Prep "sweats the small stuff" by not allowing small infractions to become large problems.

Cornerstone Prep celebrates academic achievement through verbal chants ("great job Jayden!" or "we did it!"), class celebrations like "roller coaster" hand motions and a weekly celebration called White House Wednesday. During White House Wednesday, the Principal celebrates academic achievement and exemplary character choices made over the previous 5 school days. Students receive awards such as Super Scientist, Math Magician and Word Wizards. These celebrations create a culture where intellectual and character development is emphasized and provide great incentive for students to work hard towards school and individual goals.

The Director of Parent and Community Relations and Behavior Interventionist requested in this grant will be essential in changing the culture of parents and students. The Director of Parent and Community support will go to the home of every Lester family before the beginning of school. During those visits, she will outline the school culture, expectations and processes for implanting the academic plans. Parent, students and the Cornerstone Prep staff members sign a contract of mutual expectations that outlines the key commitments of all parties involved in the education of the student.

In addition, the Behavior Interventionist will work with the Principal and teachers to design the first two weeks of school to create and implement the culture for students. This team will design these first weeks to teach students the Cornerstone Prep culture, expectations, processes and procedures. Students learn how to enter class, stand in line, go to and from the lavatory, submit homework assignments and organize school binders. Students learn to be silent in the hallways and to always be prepared for receiving instruction. Teachers model examples of being respectful of classmates, faculty, staff, and the school building.

The Behavior Interventionist will also train teachers on the best way to handle situations that arise with students in the classroom. This will help equip teachers to properly address many of the issues that are currently leading to suspensions or expulsions at Lester.

These and other plans will ensure that the student and parent culture at Cornerstone Prep will support the high academic achievement of students.

Restart Model

School Name: Cornerstone Prep	Tier: I Priority	
<p>Rationale for selection of intervention model: Explain how the LEA will use the restart intervention model to address the root causes of the school's low-performance as identified in the school's needs assessment. Lester Elementary is currently in the bottom 5% of schools in the state of Tennessee and has consistently performed poorly. The restart model allows for a high-performing charter school operator to create an environment where students can achieve at high levels, where innovative and effective strategies can be employed and where the school is held accountable for student achievement.</p>		
<p>Annual Goals for Reading/Language Arts on State assessments for "all students" group and for each subgroup. SY 2012: Cornerstone Prep will be responsible for grades Pre-K through 3rd grade in SY 2012. Third grade class average scores on TCAP math and reading/language arts will exceed the 2010-2011 academic scores in SY 2012 as noted below:</p>		
Category/Subject for K-8 grades	2010-2011 Results from the Additional Academic Achievement Data on the TDoE Report Card TCAP Grades 3-8 Reporting Subgroup Disaggregation for Proficient and Advanced	2012-2013 Cornerstone Prep Goal for Proficient and Advanced
All Students - Math	7.2%	15%
African American – Math	7.2%	15%
Economically Disadv – Math	6.9%	15%
Disabilities – Math	10.6%	15%
Male – Math	5.9%	15%
Female – Math	8.7%	15%
Category/Subject for K-8 grades	2010-2011 Results from the Additional Academic Achievement Data on the TDoE Report Card TCAP Grades 3-8 Reporting Subgroup Disaggregation for Proficient and Advanced	2012-2013 Cornerstone Prep Goal for Proficient and Advanced
All Students – Read/Lang Arts	7.9%	15%
African American – Read/Lang Arts	7.7%	15%
Economically Disadv – Read/Lang Arts	7.9%	15%
Disabilities – Read/Lang Arts	13.6%	15%

Male – Read/Lang Arts	6%	15%
Female – Read/Lang Arts	10.3%	15%

SY 2013: Cornerstone Prep will be responsible for grades Pre-K through 5th grade in SY 2013. Third through fifth grade class average scores on TCAP will exceed 2010-2011 as noted below.

Category/Subject for K-8 grades	2010-2011 Results from the Additional Academic Achievement Data on the TDoE Report Card TCAP Grades 3-8 Reporting Subgroup Disaggregation for Proficient and Advanced	2013-2014 Cornerstone Prep Goal for Proficient and Advanced
All Students – Math	7.2%	25%
African American – Math	7.2%	25%
Economically Disadv – Math	6.9%	25%
Disabilities – Math	10.6%	25%
Male – Math	5.9%	25%
Female – Math	8.7%	25%

Category/Subject for K-8 grades	2010-2011 Results from the Additional Academic Achievement Data on the TDoE Report Card TCAP Grades 3-8 Reporting for Proficient and Advanced	2013-2014 Cornerstone Prep Goal for Proficient and Advanced
All Students – Read/Lang Arts	7.9%	25%
African American – Read/Lang Arts	7.7%	25%
Economically Disadv – Read/Lang Arts	7.9%	25%
Disabilities – Read/Lang Arts	13.6%	25%
Male – Read/Lang Arts	6%	25%
Female – Read/Lang Arts	10.3%	25%

SY 2014: Cornerstone Prep will be responsible for grades Pre-K through 5th grade in SY 2014. Third, fourth and fifth grade class average scores on TCAP will exceed 2010-2011 scores by the amounts listed below.

Category/Subject for K-8 grades	2010-2011 Results from the Additional Academic Achievement Data on the TDoE Report Card TCAP Grades 3-8 Reporting for Proficient and Advanced	2014-2015 Cornerstone Prep Goal for Proficient and Advanced
All Students – Math	7.2%	40%
African American – Math	7.2%	40%
Economically Disadv – Math	6.9%	40%
Disabilities – Math	10.6%	40%
Male – Math	5.9%	40%
Female – Math	8.7%	40%

Category/Subject for K-8 grades	2010-2011 Results from the Additional Academic Achievement Data on the TDoE Report Card TCAP Grades 3-8 Reporting for Proficient and Advanced	2014-2015 Cornerstone Prep Goal for Proficient and Advanced
All Students – Read/Lang Arts	7.9%	40%
African American – Read/Lang Arts	7.7%	40%
Economically Disadv – Read/Lang Arts	7.9%	40%
Disabilities – Read/Lang Arts	13.6%	40%
Male – Read/Lang Arts	6%	40%
Female – Read/Lang Arts	10.3%	40%

Quarterly Milestone goals for Reading/Language Arts on interim assessments for “all students” group and for each subgroup for **SY 2012 only** (to be updated annually upon renewal of the grant)

Cornerstone Prep goals for Reading Language Arts are a minimum of 1.0 grade levels of growth for Pre-k and K and 1.5 grade levels of growth for grades 1-3. The Cornerstone Prep model has historically produced dramatic overall results each year, with higher growth occurring in quarter 3 as the school culture and academic plan fully engage students. This is reflected in the following quarterly milestones:

Grades	Qtr 1 Grade Level Growth	Qtr 2 Grade Level Growth	Qtr 3 Grade Level Growth	Qtr 4 Grade Level Growth	Full year Grade Level Growth
PreK-K	.1	.25	.4	.25	1.0
1-3	.1	.4	.5	.5.	1.5

Cornerstone Prep will use Reading Mastery, internal assessments and external assessments such as Terra Nova or MAP to measure this growth.

Annual Goals for Mathematics on State assessments for “all students” group and for each subgroup.

SY 2012: See above

SY 2013: See above

SY 2014: See above

Quarterly Milestone Goals for Mathematics on interim assessments for “all students” group and for each subgroup for **SY 2012 only** (to be updated annually upon renewal of the grant).

Cornerstone Prep goals for Mathematics are a minimum of 1.0 grade levels of growth for Pre-k and K and 1.5 grade levels of growth for grades 1-3.

The Cornerstone Prep model has historically produced dramatic overall results each year, with higher growth occurring in quarter 3 as the school culture and academic plan fully engage students. This is reflected in the following quarterly milestones:

Grades	Qtr 1 Grade Level Growth	Qtr 2 Grade Level Growth	Qtr 3 Grade Level Growth	Qtr 4 Grade Level Growth	Full year Grade Level Growth
PreK-K	.1	.25	.4	.25	1.0
1-3	.1	.4	.5	.5.	1.5

Cornerstone Prep will use internal assessments and external assessments such as Terra Nova or MAP to measure this growth.

Annual Goals for “other academic indicator,” high school graduation rate or attendance in middle and elementary schools.

SY 2012, 2013, 2014:

Measure: All pre-kindergarten and Kindergarten students will improve their reading level by a minimum of 1.0 grade levels each year as defined by Reading Mastery Assessments. All first, second and third grade students will improve their reading level by a minimum of 1.5 grade levels each year as defined by Reading Mastery Assessments.

Quarterly Milestone Goals for “other academic indicator” all students” group and for each subgroup for **SY 2011 only** (to be updated annually upon renewal of the grant)

LEA Design and Implementation of the Intervention Model for Each Year of the Grant Identified Need from Assessment	Action Steps as described in LEA Design and Implementation of the Model Note: Pre-implementation activities for Year One must be addressed in chart at end of this model.	Timeline for Implementation	Name and Position of Person(s) Responsible
Improve Student Achievement	<ol style="list-style-type: none"> 1. Hire a reading specialist by June 1. 2. Specialist will create and refine all reading lesson plans and assessments for the first 8 weeks of school by August 1 3. The specialist will coach all teachers on reading strategies all year long 4. The specialist will tutor and lead pullout groups as necessary all year long 	See column #2	Drew Sippel, Executive Director and Lisa Settle, Principal
Improve Student Achievement	<ol style="list-style-type: none"> 1. Hire a math specialist by June 1. 2. Specialist will create and refine all reading lesson plans and assessments for the first 8 weeks of school by August 1 3. The specialist will coach all teachers 	See column #2	Drew Sippel, Executive Director and Lisa Settle, Principal

LEA Design and Implementation of the Intervention Model for Each Year of the Grant Identified Need from Assessment	Action Steps as described in LEA Design and Implementation of the Model Note: Pre-implementation activities for Year One must be addressed in chart at end of this model.	Timeline for Implementation	Name and Position of Person(s) Responsible
	on reading strategies all year long 4. The specialist will tutor and lead pullout groups as necessary all year long		
Improve Student Achievement	1. Hire 5 certified teachers to lead differentiated instruction and small group instruction by June 1 2. Train 5 certified teachers through 4 weeks of Professional Development beginning July 16 3. Teachers support classroom teachers each day with differentiated instruction, small group and individual teaching	See column #2	Drew Sippel, Executive Director and Lisa Settle, Principal, and math and reading specialists
Improve Student Achievement	1. Contract with 20 certified teachers to work as tutors after school and on Saturdays by August 1. 2. Train tutors through observing	See column #2	Drew Sippel, Executive Director and Lisa Settle, Principal, and math and reading specialists

LEA Design and Implementation of the Intervention Model for Each Year of the Grant Identified Need from Assessment	Action Steps as described in LEA Design and Implementation of the Model Note: Pre-implementation activities for Year One must be addressed in chart at end of this model.	Timeline for Implementation	Name and Position of Person(s) Responsible
	Cornerstone Prep teachers and working with the Principal and math and literacy specialists to provide quality instruction in a manner consistent with Cornerstone Prep culture by September 1. 3. Begin tutoring September 4		
Provide Strong parent and Community support	1. Hire Director of Parent and Community Support by April 15 2. Visit the home of every family currently zoned to Cornerstone Prep for the 2012-2013 school year by June 15 3. Host several events in the community, beginning April 15	See column #2	Drew Sippel, Executive Director and Director of Community Support
Increase student achievement for students with emotional, social or behavioral problems	1. Hire behavior interventionist by May 30 2. Send behavior interventionist to	See column #2	Drew Sippel, Executive Director and Lisa Settle, Principal,

LEA Design and Implementation of the Intervention Model for Each Year of the Grant Identified Need from Assessment	Action Steps as described in LEA Design and Implementation of the Model Note: Pre-implementation activities for Year One must be addressed in chart at end of this model.	Timeline for Implementation	Name and Position of Person(s) Responsible
	professional development programs during the summer 3. Train teachers on behavior management techniques during professional development beginning July 16 th 4. Prepare school-wide behavioral expectations and strategies by August 1		
Improve student achievement through the use of technology	1. Purchase smart boards for classrooms and tutoring room. Prek-3 rd grade will be purchased by June 30, 2012 and grades 4 and 5 will be purchased by June 30, 2013	See column #2	Drew Sippel, Executive Director
Improve school culture and climate	1. Purchase behavior management technology by June 15. 2. Train all teachers on behavior management software during professional development,	See column #2	Lisa Settle, Principal and Behavior interventionist

LEA Design and Implementation of the Intervention Model for Each Year of the Grant Identified Need from Assessment	Action Steps as described in LEA Design and Implementation of the Model Note: Pre-implementation activities for Year One must be addressed in chart at end of this model.	Timeline for Implementation	Name and Position of Person(s) Responsible
	completed by August 1 3. Review weekly the student data on behavior, sending home progress reports to all parents		
Description of LEA's Restart Process Indicate which steps have been completed to date and which will be completed prior to the school year.			

Restart Pre-Implementation Activities

Please note: The activity categories listed below are not an exhaustive or required list. Rather, they illustrate possible activities that the LEA may list, depending on the needs of the school.

Pre-Implementation Activities:

Pre-Implementation allows the LEA to prepare for full implementation of a school intervention model at the start of the 2012-2013 school year. To help in its preparation, an LEA may use federal FY 2010 SIG funds in its SIG schools after the LEA has been awarded a SIG grant for those schools based on having a fully approvable application consistent with SIG final requirements.

To help in its preparation, as soon as it receives the funds, the LEA may use part of its first-year allocation for SIG related activities in schools that will be served with federal FY 2010 SIG funds.

Activities must align to schools' needs assessment and requirements of the intervention model; represent change; be reasonable, necessary, and allowable; be researched-based; and be implemented prior to the beginning of the 2012-2013 academic school year.

Activity Categories with Sample Activities:

Family and Community Engagement: *Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey students and parents to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail; assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing the closure model.*

In a list format, provide a description of how the LEA will use federal FY 2010 SIG funds in its newly identified SIG schools. Include the cost for each activity. Items in this section must be included in the Budget/Budget Justifications.

In a list format, provide a brief description of each pre-implementation activity. Each activity must support a TSIPP goal and action step and must be included in the school's budget and budget justification

- Cornerstone Prep will conduct a reading camp and math camp during the summer for rising pre-k through 3rd grade students. The camp will allow for an assessment to be conducted to determine the academic level of students, an introduction into the Cornerstone Prep culture and significant time working with teachers and tutors on literacy and math. The goal of this program is to increase academic achievement of students. The cost for these two camps is a total of \$55,000.
- Cornerstone Prep will conduct a community dinner and welcome event. The goal of this event is to increase the connection between parents, Cornerstone Prep staff and leaders in the community and also to increase the buy-in of parents into the new school. The cost of the event is \$8000.
- Cornerstone Prep will conduct Professional Development during the spring and summer before school opening in August 2012. The Principal and teachers will travel to high-performing urban schools around the country to

<p><i>Rigorous Review of External Providers:</i> Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity (see C-5); or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model.</p> <p><i>Staffing:</i> Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.</p> <p><i>Instructional Programs:</i> Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2012-2013 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments.</p> <p><i>Professional Development and Support:</i> Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school's comprehensive instructional plan and the school's intervention model; provide instructional support for returning staff members, such as classroom coaching, structured common planning time, mentoring, consultation with outside experts, and observation of classroom practice, that is aligned with the school's comprehensive instructional plan and the school's intervention model; or train staff on the new evaluation system and locally adopted competencies.</p> <p><i>Preparation for Accountability Measures:</i> Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools.</p>	<p>experience strong school cultures and to see best practices in the classroom. The cost of this Professional Development is \$16,000.</p>
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Professional Development:

Ongoing professional development, including job-embedded training designed to build capacity and support staff, is an integral part of successful school reform. While no specific amount of SIG funds are required for professional development, plans for professional development to be provided through SIG must be included in TSIPP Component 4 (goals, actions steps, and implementation plans). This includes literacy and mathematics training for the staff unless the school demonstrates proficiency in this area.

Who in the LEA will ensure implementation of professional development plans with SIG funds?

Provide this school's PD plan including topics and projected dates.

Appendix F

Appendix F-SCHOOL COVER SHEET – Restart Model:

School Name: Humes Middle School Address: 659 North Manassas Street Memphis, TN 38107	District Point of Contact (POC) Name & Position: Dr. Gwendolyn L. Watson Chief, Policy & Compliance Phone#: 615-532-4710 Email Address: gwatson@tnasd.org	
School Number: 0345	Number of Students Enrolled (SY 2011-2012): 296 students	
Grade levels enrolled (SY 2011-12): 6-8		
Year the school entered school improvement status: 2011 School Improvement I	Tier Level - I Priority	
Principal's Name SY 2012-13: Julia Callaway Principal Gordon Science and Arts Academy Phone # 901-264-0636 Email callawayj@powercenteracademy.org	School Improvement Status <input type="checkbox"/> Good Standing <input checked="" type="checkbox"/> School Improvement 1 <input type="checkbox"/> School Improvement 2 <input type="checkbox"/> Corrective Action <input type="checkbox"/> Restructuring 1 <input type="checkbox"/> Restructuring 2/ Alt. Governance <input type="checkbox"/> State/LEA Reconstitution	
Title I Status: <input checked="" type="checkbox"/> Schoolwide Program <input type="checkbox"/> Targeted Assistance Program Title I Eligible School	Intervention Model Selected (Tier I or II, III) <input checked="" type="checkbox"/> Restart Model Tier I	
Waiver Request(s): <input type="checkbox"/> Requested for this School <input checked="" type="checkbox"/> Not Requested for this School	Amount the LEA is requesting from SY 2012-13 School Improvement Funds for the next three years for this school*: * Each year--not to exceed \$2 million	
	Pre-Implementation Activities Year 1	\$37,409.83
	Year 1: SY 2012-13 excluding pre-implementation	\$622,632.50
	Year 2: SY 2013-14	\$591,754.38
	Year 3: SY 2014-15	\$719,234.50
	Three Year Total Budget	\$1,971,031.21

Appendix F

School Level Descriptive Information: *School Comprehensive Needs Analysis:*

Using the analysis of the data in the areas below, provide a summary and conclusion for each of the areas as indicated.
Using the needs assessment, each LEA is required to select an intervention for each school.

School Name: Humes Middle School			Tier:	Intervention Model
Provide a minimum of two years of data.			Provide a summary and conclusion of the analysis of each area.	
7. Student Profile Data	2009- 2 0 1 0	2010- 2 0 1 1	<p>Humes Middle School is a federally funded Title 1 school with a total enrollment of 296 students. The population is 97% African American, 2% Hispanic, and 1 % Other. Ninety-six percent of our students receive free or reduced priced lunch. Humes had an increase this year with the number of students having to pay full price for lunch. That number totals 11. The most students walk to school or are provided transportation by their parents. Humes has a total of two buses that serve the school. One bus serves our exceptional students and the other provides transportation for students who live more than 1.5 miles away from the school. As a result, Humes Middle continues to experience increase in the mobility rate of our students. This continues to present a challenge in meeting the federal benchmarks of No Child Left Behind. During the 2010-2011 school year, Humes made the benchmark of 92.7% for attendance. The school must continue to make gains and improve with the Students With Disabilities (SWD) subgroup in this area. Humes Middle School has currently been identified as School Improvement I in AYP. Other data pertinent to the student characteristics includes the percentage of overage students as well as the percentage of students classified as exceptional children. Presently, 8.45% of the students are identified as overage for their grade and 25.33% of students are classified as students with disabilities. CDC Self-Contained represents 7.09% of the student body.</p> <p>The attendance rate at Humes Middle School for 2010-2011 school year was 92.7%. This figure was a .7% decrease from last year's results. The promotion rate also decreased to 99% from last year's promotion rate of 99.6%. In an effort to continue to meet the district's promotion rate, additional extended year programs, such as e-Learning and academic intervention programs will be utilized. Although we fell a .3% point short of the NCLB mandate of 93% in attendance, we met the attendance goal through the confidence interval.</p>	
Total student enrollment	312	296		
Grade level enrollment	Grade 6 105	Grade 6 101		
	Grade 7 104	Grade 7 106		
	Grade 8 103	Grade 8 89		
Number of students in each subgroup (List applicable subgroups below)	African American : 97% Hispanic: 2% Other: 1% Economically Disadvantaged: 98%	African American: 97% Hispanic: 2% Other: 1% Economically Disadvantaged: 96%		
Mobility % - Entrants, Withdrawals	10%	15%		
Attendance %	93.4%	92.7%		

Appendix F

Suspensions	52.8%	30%	In addition, Humes is located in the North Memphis area. This area in North Memphis is a low socio-economic community. The community is a mixture of single-family homes, apartment complexes, and federally subsidized housing. The race and ethnicity of the parents corresponds directly to the race and ethnicity of the students, which is predominately African American. The parents residing in the 38107 zip code are reported to have less than a high school diploma. The median household income for 38107 is reported to be \$23,000 with 63.5% living below the poverty level and 26.2% living below 50% of the poverty level. Concerning marital status, 70-80% all males and females of the average age of 32 are reported to having been never married, separated, divorced, absent or widowed. Our parents residing in the 38105 zip code have an average income of \$12,000. 69.6% are living below the poverty level and 36.2% are living below 50 percent of the poverty level. Average age and marital status is comparable to the 38107 zip code. Additionally, most of the households live in renter occupied housing units. The parent/guardian demographic data provide insight in establishing the profile of the school. The implications are that Humes Middle School is designated as a Title 1 school with a high mobility index resulting in a low stability index. This has direct influence on attendance and performance.
Expulsions	9.8%	3.6%	
Dual enrollment and/or Advanced Placement enrollment	N/A	N/A	
Graduation Rate	N/A	N/A	
8. Staff Profile Data	Provide a summary and conclusion of the analysis of each area.		
Principal Length of time in position: 4 years	The 2011-2012 school year began under the leadership of our fourth year principal, Mr. Deartis Barber, III. The faculty consists of 14 regular education teachers, 5 special education teachers, one assistant principal, one regional literacy coach, one regional math coach, one regional science coach, one Instructional Facilitator, one guidance counselor, and one media specialist.		

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Teaching Staff Number and % of experience in profession 1-3: 5% 4- 7: 42% 8-14: 42% 15 plus: 11%	This year, 5% of the faculty has 3 or less years of experience, 42% of the faculty has 4-7 years of experience, 42% of the faculty has 8-14 years of experience, and 11% of the faculty has 15 plus years of experience. Sixty-seven percent of the faculty holds advanced degrees and 100 % of the teaching staff is African-American. <i>All core teachers currently on staff have met the Highly Qualified status as outlined by the No Child Left Behind guidelines and are either fully licensed or awaiting licensure from the Tennessee State Department of Education.</i> Humes Middle School has a total of 21 certified staff. Of those 21 faculty members, 3 are currently non-tenured and the other 18 are tenured.																
Teaching Staff Number and % of experience in the school 1-3: 10% 4- 7: 45% 8-14: 30% 15 plus: 10%	Job Description		#		The vast majority of the Humes staff members have been in the school for more than 10 years. While the mobility rate of the students has increased. The rate of retention of staff has stayed steady. With the high retention rate, it is critical to make sure that those staff members who are at Humes are competent and that they have the resources to meet the needs of the students. Overview: Humes Middle School has a total of 21 certified staff. Of those 21 faculty members, 3 are currently non-tenured and the other 18 are tenured.												
	Regular Classroom Teacher		13														
	Special Education		5														
	Instructional Facilitator		1														
	Librarian		1														
	School Counselor		1														
	Total		21														
Teacher attendance rate	2009-2010	2010-2011 92-95%	The professional staff attendance rates range for 92-95% for the 2010-2011 school year														
Teacher evaluation composite data for tested subjects and grades		2010-2011	TVAAS Data: The chart below shows the number of teachers at each TVAAS effectiveness level. The scores listed are the three year composite.														
			<table><tr><th>School</th><th>Level 5</th><th>Level 4</th><th>Level 3</th><th>Level 2</th><th>Level 1</th></tr><tr><td>Humes Jr.</td><td>1</td><td>0</td><td>3</td><td>0</td><td>4</td></tr></table>			School	Level 5	Level 4	Level 3	Level 2	Level 1	Humes Jr.	1	0	3	0	4
			School	Level 5	Level 4	Level 3	Level 2	Level 1									
			Humes Jr.	1	0	3	0	4									
ERA Data: Eight effectiveness ratings were gained during first round Effectiveness Ratings Assessment conversations. Below is the distribution for the 42% of the staff members that the principal gave ratings on.																	
<table><tr><th>School</th><th>Highly Effective</th><th>Effective</th><th>Net Effective</th><th>Not Quite Effective</th><th>Ineffective</th></tr><tr><td>Humes Jr.</td><td>11.11%</td><td>55.55%</td><td>66.66%</td><td>33.33%</td><td>0%</td></tr></table>			School	Highly Effective	Effective	Net Effective	Not Quite Effective	Ineffective	Humes Jr.	11.11%	55.55%	66.66%	33.33%	0%			
School	Highly Effective	Effective	Net Effective	Not Quite Effective	Ineffective												
Humes Jr.	11.11%	55.55%	66.66%	33.33%	0%												

Appendix F

Teacher observation data			Narrate general trends of current observational data. Humes uses the new district program for Teacher Effectiveness. This program implements more rigorous in-classroom observations to be performed by principals and peer observers – both receive training in evaluation techniques. The goal is for the rubrics used in the observations to provide objective, accurate assessments of teacher performance. Tenured teachers are observed four times each academic year for a total period of 60 minutes or more. Pre-tenured teachers are observed six times annually for a total of 90 or more minutes.
9. Student Achievement Data	2009-2010	2010-2011	Provide a summary of existing status and current needs.
“Every test taker” (ETT) category	Math: 4% proficient and advanced Reading: 18% proficient and advanced	Math: 13% proficient and advanced Reading: 23% proficient and advanced	Humes Middle School did not make AYP during the 2010-2011 school year as required by No Child Left Behind (NCLB). Humes did not meet the state’s benchmark of 40% for mathematics or 49% in Reading/Language Arts. The proficiency rate of Humes’ students scoring at or above proficient was 18% in math and 23% in reading/language arts. While the school has made some initial gains, they are not closing the academic gaps in order to provide the students with trajectory to be successful in high school or college.
Subgroups: Economically disadvantaged students, Special education students English Language Learners (ELL) Race/ethnicity subgroups Gender;	Math African American: 4% SWD: 14% Economically Disadvantaged: 4%	Math African American: 12% SWD: 32% Economically Disadvantaged: 13%	Strengths were identified in the ALL, SWD, and ED subgroups in reading (5% increase) and math (9% increase); however, all subgroups must continue to make gains in order to reach the 2012 AYP goal. The percent of students tested in the 2010-2011 school year was one hundred percent. 6 th grade Reading/Language Arts data revealed that 0% of the students performed at the Advanced level, 9 % of the students performed at the Proficient level, 58% of the students performed at the Basic level and 33% of the students performed at the Below Basic level. While the 6 th grade Mathematics data revealed that 1% of the students performed at the Advanced level, 5 % of the students performed at the Proficient level, 34% of the students performed at the Basic level and 60% of the students performed at

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	Hispanic: 0% Reading African American: 18% SWD: 17% Economically Disadvantaged: 17% Hispanic: 100%	Hispanic: Reading African American: 23% SWD: 36% Economically Disadvantaged: 23% Hispanic: 100%	the Below Basic level. In essence, Ninety-one percent (91%) of the Grade 6 students performed Below Proficient in Reading/Language Arts. Ninety-four percent (94%) of the Grade 6 students performed Below Proficient in Math. The data points to a need for comprehensive and increased intervention beginning in 6 th grade in order to make substantial gains in the subsequent grade levels.
School performance on value-added student achievement	Math -1.8 Reading -4.3	Math -0.7 Reading -3.9	The value-added data shows that the school has a negative impact on student growth from year to year across all grade levels and subject areas.
ACT scores (if applicable)			
10. School Culture and Climate	Provide a summary of existing status and current needs.		

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<p>TELL Survey</p> <p>School Safety</p> <p>Student Health Services</p> <p>Attendance Support</p> <p>Family and Community Support</p>	<p>TELL TN Report</p> <p>An analysis of the Spring 2011 TELL TN School Climate Survey Results revealed that 100% of the teachers feel they are skilled in various methods of teaching and are well prepared to teach the subjects they are assigned to teach. Teachers felt that 100% of the students at this school understand expectations for their conduct. Additionally, teachers felt that the school leadership facilitates using data to improve student learning. A deeper analysis showed that the school needs to foster positive relationships and collaboration among parents and community stakeholders. A second need is to increase the number of parents active in the school's parent organization. Teachers felt that the lack of parental support is what is negatively affecting the TCAP results.</p> <p><i>High rated items:</i></p> <ul style="list-style-type: none"> Students at this school understand expectations for their conduct. 100% • Teachers are held to high professional standards for delivering instruction. 100% • The school leadership facilitates using data to improve student learning. 100% <p><i>Low rated items:</i></p> <ul style="list-style-type: none"> Parents/guardians are influential decision makers in this school. 15% • Parents/guardians support teachers, contributing to their success with students. 45% <p>Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc. 42.7%</p>
<p>5. Rigorous Curriculum- Alignment of curriculum with state standards across grade levels</p>	<p>Provide a summary of existing status and current needs.</p> <ul style="list-style-type: none"> • MCS's pacing and curriculum guides are used. They give teachers the sequence in which skills should be taught and the depth at which skills should be taught. • Teachers' lesson plans are aligned with state curriculum standards and teachers receive administrative feedback. • A Humes Middle School's curriculum is communicated to students, parents, and stakeholders on a monthly basis through monthly newsletters and progress reports.
<p>Core English or Reading/Language Arts program</p>	<p>Humes Middle School uses the Reading Plus program, Destination Reading, and Holt McDougal Reading series. The program has reading comprehension at the core of its program. However, the programs use do not allow for adequate scaffolding of content to provide exposure to the student to grade level content while covering topics that are below grade level.</p>
<p>Core Mathematics and Algebra I programs</p>	<p>Humes Middle School Scholars uses Holt McDougal and Stanford Mathematics for the core curriculum program. The Holt series provides on grade level content while Stanford Mathematics provides below and above grade level content.</p>
<p>Curriculum Intervention Programs</p>	<p>Humes uses the following intervention programs:</p> <ul style="list-style-type: none"> • Stanford Mathematics • Stanford Law- Reading • Destination Math

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	<ul style="list-style-type: none"> • Headsprout for Special Needs Scholars
Enrichment Programs	Humes there were no enrichment programs or programs for gifted scholars.
6. Instructional Program	Provide a summary of existing status and current needs.
Planning and implementation of research based instructional strategies	<p>Humes Middle School day begins at 7:30 AM and ends at 2:15PM. All grades, sixth through eighth, have 50 minutes of uninterrupted instructional periods in content areas and exploratory classes such as Physical Education, Art/Creative Writing, Music Theory and Practice, Intervention Lab. Departmental Level teams have common planning time that is used for planning integrated instruction aimed at increasing retention and improved performance in all classes.</p> <p>Curriculum materials for improving instruction were purchased such as TCAP Coach, Classroom Performance Systems, Smart Boards, LCD projectors, student computers, and agenda books. Humes Middle School has also purchased “Sticks and Stones Exposed”, “Research-Based Strategies by Ruby Payne, and “Seven Simple Secrets” for teacher to use during PLC meetings to discuss scientifically research-based instructions that can be used to enhance student achievement for all learners.</p>
Use of instructional technology	Currently, Humes Middle School uses computer lab for mathematics intervention. Students also have access to a bank of computers in the class. Teachers also use the classroom response clicker to engage in checks for understanding. However, there is not a consistent use of technology integration to enhance instruction.
Use of data analysis to inform and differentiate instruction	The administrative team has a schedule for formal observations for each staff member. Informal observations are a minimum of three daily and all teachers are evaluated formally each year. Students are assessed weekly by common weekly assessments developed by the Instructional Facilitator. Three times a year, formative assessments are given to students. All students are allotted time to utilize Stanford Math and Reading Plus. In turn, teachers analyze the data within their Professional Learning Communities once per month. Data is used to change instruction. According to the current administration, there is a need for more professional development on data driven instruction. However, this time should not interfere with student instructional time. Provide extended time for all classes when assessments are giving so the school climate can remain orderly.
Number of minutes scheduled for core academic subjects	<ul style="list-style-type: none"> • 55 minutes for mathematics and reading each day • 90 minutes per week of intervention
7. Assessments	
Use of formative, interim, and summative assessments to measure student progress	Common weekly assessments are grade level assessments administered to evaluate the mastery of student performance indicators and improve the learning process. Designed to provide crucial feedback for teachers and students, assessment results are used to modify instruction to meet individual student needs. Common weekly assessments help teachers monitor their students’ progress and they also help the administrative team to help make strategic decisions on instructional PLCs. The assessments also help students to self-assess and observe their own progress as they receive feedback from their peers and teachers. Discovery Education Formative Assessments are

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	district-mandated test administered each nine weeks in reading/language arts and math. . However, the connection between data analysis and re-teach toward mastery is not evident.
Timeline for reporting student progress to parents	Student progress is reported every 9 weeks to parents. Teachers have weekly and daily data on student mastery. However, due to technology challenges and skillset within the faculty the data is not easily accessible to all parties.
8. Parent and Community Support	
Social and community services to students and families	While there are parent informational meetings around student academic success. There is no clear comprehensive program that support and provide services to families of Humes Middle School students.
Parent support to students and school	<ul style="list-style-type: none"> ○ Convene an annual meeting, at convenient times, to which all parents are invited and encouraged to attend. This meeting is established to inform all parents of Title I requirements, school's participation in Title I, the school's family engagement plan, school's compact and the rights of parents to be involved at Humes Middle School. ○ Serve on the site-based leadership team ○ Attend team level meetings, parent conferences, programs, and PTA meetings ○ Volunteer their talents/services/time to the instructional program

2. Annual Goals for Student Achievement for Tier I, Tier II and Tier III schools

Based comprehensive needs assessment of each Tier I, Tier II and Tier III school the LEA will serve, establish the annual goals for student achievement on the most recent TDE assessments in **both reading/language arts and mathematics AND applicable graduation or attendance rate.**

For each school the LEA intends to serve, provide in an attachment (label as Attachment 1),

- i. A copy of the most recently revised Tennessee School Improvement Plan (TSIP) Component 4, **(Attached)**

OR

- j. the “streamlined” improvement plan developed in Fall 2011, Revised Tennessee School and District Improvement Planning document.

Restart Model

School Name: Gordon Science and Arts Academy

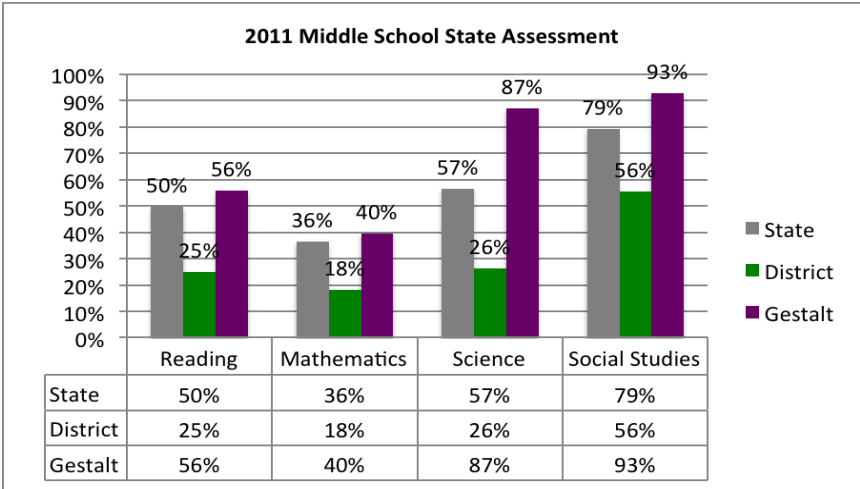
Tier: II

Rationale for selection of intervention model: Explain how the LEA will use the restart intervention model to address the root causes of the school’s low-performance as identified in the school’s needs assessment.

Background

Gestalt Community Schools (GCS) is a charter management organization that serves K-12 scholars. GCS leverages community assets to empower citizens who will be college-ready, career-ready, and community-ready. GCS will work in partnership with Memphis City Schools (MCS) and the Achievement School District (ASD) to provide a comprehensive restructuring program for Humes Middle School. GCS was selected to run one of the ASD schools, which represents the bottom 5% of the lowest performing schools in Memphis.

Currently, GCS successfully operates two MCS charter schools. Those schools are Power Center Academy Middle School and the newly opened Power Academy High School. For past 4 years, the GCS network has produced one of the highest performing charter schools in the state. In the 2011 Tennessee Comprehensive Achievement Program (TCAP), GCS schools outperformed the state and district middle schools. Below is a chart comparing the performance of GCS middle school to the district and state middle schools.



Rationale and Intervention Model

The partnership among GCS, MCS, and ASD will produce high quality educational choices for the North Memphis community with a specific focus on Humes Middle School. This middle school will be restructured and divided into two distinct educational programs for the families in the North Memphis community. MCS will operate one educational program. This program will be a 6-12th grade magnet or optional school for the performing arts. The other program will be a 6-8th grade charter school operated by GCS. This open enrollment, public charter will focus on science or STEM education and the arts. Families in the North Memphis community will have the choice of auditioning at the MCS optional school for the performing arts or to enroll in the GCS school which will be renamed Gordon Science and Arts Academy (GSAA). Gestalt Community Schools will enroll all former Humes Middle School students and ASD eligible students wishing to attend Gordon Science and Arts Academy.

Currently, Humes Middle School produced results in which students have not mastered the core mathematics and reading programs. Below are the results of the state assessment for two years. The results provide the overall proficiency and mastery levels of the Humes Middle School students.

AYP Subject Areas	2010 Results	2011Results
Mathematics	4%	13%
Reading and Language Arts	18%	23%
Attendance	93.4%	93%

In response the core causes of the school's low performance, GCS will provide the following components of a comprehensive educational model:

Extended Day – Gordon Science and Arts Academy (GSAA) will operate from 7:15 am to 4:15 pm. With the extended schedule, scholars will have the opportunity to receive 2 hours of reading/language arts and 2 hours of mathematics each day.

Blended Learning Model – In addition to the extended day, scholars will engaged in a research-based blended learning model. This model provides the scholars an individualized educational plan to close skill deficits in literacy and numeracy. The blended learning model GCS will leverage is the rotational model. In this model, students will rotate through 3 learning stations. The first will be direct instruction from the teacher, the second is guided practice in small groups, and the third is independent practice and remediation through online prescribed digital curriculum.

STEM Program –Scholars will have access to 1 hour of STEM education each day. GSAA will implement the nation-wide STEM program produced by Project Lead the Way. Project Lead the Way is an engaging and thought-provoking program, where students develop critical thinking skills through hands-on project-based learning, preparing them to take on real-world challenges. Students will have the opportunity to create, design and build things like robots and cars, applying what they are learning in math and science to the world's grand challenges.

Arts Program – GSAA scholars will also have choice of participating in 1 hour of Arts. They will have the choice of performing arts, visual arts, and music. These programs will focus on the integration of literacy and numeracy in arts education.

Parent Academy – Core to GSAA is the partnership with parents. Parents will be provided opportunities through a comprehensive Parent Academy

program. This program will focus the parent community on programs and skills to assist them in supporting their scholars' educational experience while also providing resources for the parents' educational and social needs.

Community Engagement – As a Gestalt school, GSAA will focus on grooming scholars who are community-ready humanitarians. Community Engagement is a two-fold process where GCS provides our scholars and parents access to community resources to improve the quality of their lives. In addition to leveraging resources, GSAA scholars and staff will work to better their community through strategic community service projects. All scholars will be required to secure community service hours each year.

Systematic Assessment Program – GSAA scholars will engage in 3 assessment programs to accurately evaluate the scholars' academic performance. Those programs include a national norm-referenced assessment measuring pre/post student performance, weekly assessments based on current educational objectives, and formative assessments to benchmark student performance toward overall mastery.

Professional Development Program- GSAA administrators and teachers will complete a comprehensive professional development program focusing on high academic achievement, effective school culture, and data-driven instruction. Educators will participate in a 3-week summer seminar. In addition, they will receive ongoing monthly professional development onsite and online opportunities.

Within the next 5 year, the goal of Gestalt Community Schools is to move Humes Middle School student performance from the bottom 5% to the top 25% in Tennessee.

Annual Goals for Reading/Language Arts on State assessments for “all students” group and for each subgroup.

	Current Status 2011	SY 2012-2013	SY 2013-2014	SY 2014-2015
Reading/Language Art	23%	33%	43%	55%

Quarterly Milestone Goals for Reading/Language Arts on interim assessments for “all students” group and for each subgroup for **SY 2011 only** (to be updated annually upon renewal of the grant)

GSAA scholars will complete 4 formative or interim assessments each year in Reading and Language Arts. The assessments will be delivered through ANet, Pearson Education system and MyAccess Writing Program. Assessments will be aligned to Tennessee state standards and the common core standards. The target level for proficient is 80%. In addition to the interim assessments, GSAA scholars will take the NWEA national norm-referenced assessment.

Assessment	Date	Academic Milestone
NWEA MAP Reading (Pre-assessment)	August 2012	To secure baseline data on the scholar's academic performance in reading.

Pearson Interim Assessment and MyAccess Writing Prompt	September 2012	To achieve 10% of GSAA scholars reach mastery on the interim assessment.
Pearson Interim Assessment and MyAccess Writing Prompt	November 2012	To achieve 15% of GSAA scholars reach mastery on the interim assessment.
Pearson Interim Assessment and MyAccess Writing Prompt	January 2013	To achieve 25% of GSAA scholars reach mastery on the interim assessment.
NWEA MAP Reading (Mid-Year)	January 2013	To grow by 0.75 grade level in comparison to the pre-assessment baseline data.
Pearson Interim Assessment and MyAccess Writing Prompt	March 2013	To achieve 35% of GSAA scholars reach mastery on the interim assessment.
NWEA MAP Reading (Post-assessment)	May 2013	To grow by 1.5 grade level in comparison to the pre-assessment baseline data.

Annual Goals for Mathematics on State assessments for “all students” group and for each subgroup.

	Current Status 2011	SY 2012-2013	SY 2013-2014	SY 2014-2015
Mathematics	13%	23%	33%	45%

Quarterly Milestone Goals for Mathematics on interim assessments for “all students” group and for each subgroup for **SY 2011 only** (to be updated annually upon renewal of the grant).

GSAA scholars will complete 4 formative or interim assessments each year in mathematics. The assessments will be delivered through Pearson Education system. Assessments will be aligned to Tennessee state standards and the common core standards. The target level for proficient is 80%. In addition to the interim assessments, GSAA scholars will take the NWEA national norm-referenced assessment.

Assessment	Date	Academic Milestone
NWEA MAP Reading (Pre-assessment)	August 2012	To secure baseline data on the scholar’s academic performance in reading.
Pearson Interim Assessment	September 2012	To achieve 5% of GSAA scholars reach mastery on the interim assessment.
Pearson Interim Assessment	November 2012	To achieve 10% of GSAA scholars reach mastery on the interim assessment.
Pearson Interim Assessment	January 2013	To achieve 15% of GSAA scholars reach mastery on the interim assessment.
NWEA MAP Reading (Mid-Year)	January 2013	To grow by 0.75 grade level in comparison to the pre-assessment baseline data.
Pearson Interim Assessment	March 2013	To achieve 23% of GSAA scholars reach mastery on the interim assessment.
NWEA MAP Reading (Post-assessment)	May 2013	To grow by 1.5 grade level in comparison to the pre-assessment baseline data.

Annual Goals for “other academic indicator,” high school graduation rate or attendance in middle and elementary schools.

SY 2012: 93% attendance rate

SY 2013: 93% attendance rate

SY 2014: 93% attendance rate

Quarterly Milestone Goals for “other academic indicator” all students” group and for each subgroup for **SY 2011 only** (to be updated annually upon renewal of the grant)

Our overall attendance target is 95% for scholars and staff.

- 1st Grading Period - 90%
- 2nd Grading Period- 95%
- 3rd Grading Period- 93%
- 4th Grading Period- 93%

LEA Design and Implementation of the Intervention Model for Each Year of the Grant Identified Need from Assessment	Action Steps as described in LEA Design and Implementation of the Model Note: Pre-implementation activities for Year One must be addressed in chart at end of this model.	Timeline for Implementation	Name and Position of Person(s) Responsible
Literacy According to the 2011 TCAP results, 77% of the students at Humes Middle School are below proficient and basic in the area of reading and language arts.	Reading Program GSAA will provide a comprehensive, research-based reading program. This program will include reading comprehension, reading fluency, writing composition, weekly evaluation and progress monitoring. The curriculum will be aligned to TN standards, Common Core, and ACT College Readiness standards. Reading Instruction & Delivery Students will receive 1 hour of reading instruction each day and 1 hour of writing instruction each day. The courses will be delivery via blended learning model where students will have differentiated lessons and small group project-based learning opportunities. Reading Assessments Students will be assessed in four distinct ways: <ul style="list-style-type: none"> • Daily Checks for Understanding via online exit ticket based on daily 	July 2012 Teacher Training August 2012 Student baseline assessments via NWEA Ongoing Classroom Implementation 10-week cycle of evaluation Evaluations and adjustments based on progress monitoring reports. Formative Assessment <ul style="list-style-type: none"> • September 2012 • November 2012 • January 2013 • March 2013 	Julia Callaway, School Principal Yetta Lewis, Chief Academic Officer Reading and Writing teachers- TBD Intervention Specialists- TBD

LEA Design and Implementation of the Intervention Model for Each Year of the Grant Identified Need from Assessment	Action Steps as described in LEA Design and Implementation of the Model Note: Pre-implementation activities for Year One must be addressed in chart at end of this model.	Timeline for Implementation	Name and Position of Person(s) Responsible
	<p>classroom objectives. Teachers will review the results of the checks for understand to adjust daily instruction. There will also be informal checks through classroom dialogs and teacher observation.</p> <ul style="list-style-type: none"> • Weekly Common Assessment- Based on the objectives covered during the week, students will take an online assessment. The assessment includes multiple choice and open-ended questions. • Formative Assessments- Students will receive 4 formative assessments throughout the school year. • Project-Based Learning student artifacts. Students will be assessed through monthly projects, which will allow them to apply their learning to real world experiences. <p>Reading Intervention The reading intervention program will consist of the following:</p> <ul style="list-style-type: none"> • Small group instruction in a blended learning format. • One hour of afterschool tutoring 		

LEA Design and Implementation of the Intervention Model for Each Year of the Grant Identified Need from Assessment	Action Steps as described in LEA Design and Implementation of the Model Note: Pre-implementation activities for Year One must be addressed in chart at end of this model.	Timeline for Implementation	Name and Position of Person(s) Responsible
	for each content area. <ul style="list-style-type: none"> • Saturday School program for Tier III intervention. • Online Prescriptive Courses to close skill gaps while advancing to on grade level content. 		
Numeracy According to the 2011 TCAP results, 87% of the students at Humes Middle School are below proficient and basic in the area of mathematics.	Mathematics Program The mathematics program will focus on the following essential components: Conceptual understanding —comprehension of mathematical concepts, operations, and relations Procedural fluency —skill in carrying out procedures flexibly, accurately, efficiently, and appropriately Strategic competence —ability to formulate, represent, and solve mathematical problems Adaptive reasoning —a capacity for logical thought, reflection, explanation, and justification Mathematics Instruction & Delivery Students will receive 90 minutes of mathematics each day and additional 30 minutes of online or hands on application.	July 2012 Teacher Training August 2012 Student baseline assessments via NWEA Ongoing Classroom Implementation 10-week cycle of evaluation	Julia Callaway, School Principal Yetta Lewis, Chief Academic Officer Mathematics, STEM, and Science teachers- TBD Intervention Specialists- TBD

LEA Design and Implementation of the Intervention Model for Each Year of the Grant Identified Need from Assessment	Action Steps as described in LEA Design and Implementation of the Model Note: Pre-implementation activities for Year One must be addressed in chart at end of this model.	Timeline for Implementation	Name and Position of Person(s) Responsible
	<p>The mathematic program will provide a coupling of direct instruction and project-based learning. Students will receive direct instruction to build their background knowledge while project-based learning will provide application of their gained knowledge.</p> <p>Mathematics Assessments The assessments will follow the same format as the reading assessments listed in the above chart.</p> <p>Mathematics Intervention The intervention schedule will follow the same format as the reading assessments listed in the above chart.</p>	<p>Evaluations and adjustments based on progress monitoring reports.</p> <p>Formative Assessment</p> <ul style="list-style-type: none"> • September 2012 • November 2012 • January 2013 March 2013 	
<p>Special Education</p> <p>According to the 2011 TCAP, Students with disabilities are making steady growth, however, there is a need to provide the students exposure to at grade level content while still provide the resources and services</p>	<p>Inclusion Program</p> <p>As we look to serve the students needs according to their IEPs, GSAA will provide full spectrum of services focusing on inclusionary education for our SPED population. The SPED teacher will co-teach with the general education teacher. Core to the success of inclusion is to provide an environment where the</p>	<p>Teacher Training – June and July 2012</p> <p>July 2012- Adoption of operational framework for inclusion</p>	<p>Julia Callaway, School Principal</p> <p>Special Educator and SPED assistants- TBD</p>

LEA Design and Implementation of the Intervention Model for Each Year of the Grant Identified Need from Assessment	Action Steps as described in LEA Design and Implementation of the Model Note: Pre-implementation activities for Year One must be addressed in chart at end of this model.	Timeline for Implementation	Name and Position of Person(s) Responsible
to meet their IEP.	<p>following aspects take place daily:</p> <ul style="list-style-type: none"> Teachers have the knowledge and skills needed to select and adapt curricula and instructional methods according to individual student needs. A variety of instructional arrangements are available (e.g., team teaching, cross-grade grouping, peer tutoring, teacher assistance teams). Teachers foster a cooperative learning environment and promote socialization. <p>Intervention Students will receive additional 90 minutes of mathematics and 90 minutes of reading each week. The SPED teacher will deliver these 90-minute sessions with a focus on individualized instruction.</p> <p>Student Support teams Student support team consisting on SPED teacher, reading teacher, and mathematics teachers will meet biweekly to monitor academic growth will adjusting the students’ educational program.</p>	<p>Ongoing Progress Monitoring</p> <p>Twice per month</p>	

LEA Design and Implementation of the Intervention Model for Each Year of the Grant Identified Need from Assessment	Action Steps as described in LEA Design and Implementation of the Model Note: Pre-implementation activities for Year One must be addressed in chart at end of this model.	Timeline for Implementation	Name and Position of Person(s) Responsible
driven, student centered approach. Moreover, the professional development options need to be varied for teachers.	<ul style="list-style-type: none"> Blended Learning Rotational Model Faculty Book Study: <u>Teach Like a Champion</u>. <p>Delivery Options</p> <ul style="list-style-type: none"> Summer Seminar- Teachers will complete 3-week summer seminar. Monthly Professional Development- Faculty meetings will be used as professional development opportunities. Online Course – Teachers will have access to online courses via PD 360. This program will provide access to hundreds of differentiated courses. Professional Learning Communities (PLC)- Teachers will engage in internal and external communities. Internally, grade levels and subject area teams will host a monthly PLC meeting. Externally, teachers will have the opportunity to visit and shadow high performing classrooms and schools. 	<p>July 2012</p> <p>Ongoing</p> <p>Ongoing</p> <p>Monthly</p>	
Student Field Experience There are little or no opportunities for	Students will receive real-world experiences through partnership with community and government organizations	4 times during the school year	Julia Callaway, School Principal Dean of Students - TBD

LEA Design and Implementation of the Intervention Model for Each Year of the Grant Identified Need from Assessment	Action Steps as described in LEA Design and Implementation of the Model Note: Pre-implementation activities for Year One must be addressed in chart at end of this model.	Timeline for Implementation	Name and Position of Person(s) Responsible
students to apply their learning through student field experience within their community. Community assets and programs must be implemented at the school. There is a need to develop more community partnerships to support the students and their families.	in Memphis. These field experiences will focus on the core content areas. Students will complete experiences focusing on STEM, literacy, fine arts, and mentoring opportunities.		

Description of LEA's Restart Process

Indicate which steps have been completed to date and which will be completed prior to the school year.

Component	Action Items	Timeline	Point of Contact
Staffing	<ul style="list-style-type: none"> School leader identified and assigned to GSAA. Leadership team recruitment and selection Teacher recruitment and selection Support team recruitment and selection. 	<ul style="list-style-type: none"> December 2011 April 2012 May 2012 May 2012 	Mrs. Julia Callaway, School Principal of GSAA
Curriculum & Assessments	<ul style="list-style-type: none"> Development of revised and vetted curriculum maps Selection of curriculum materials and assessment system Alignment and development of formative/interim assessments 	<ul style="list-style-type: none"> April 2012 April 2012 July 2012 	Yetta Lewis, GCS Chief Academic Officer TBD, GCS Director of Curriculum Cross Curricular Connection, content vendor and consultant
Professional Development	<ul style="list-style-type: none"> Development of professional development courses and offerings aligned to the National Staff Development Standards Coordinating Teacher Summer Seminar Program Developing yearly professional development workshops Creating online space for teacher resources and professional development Project Lead the Way STEM training 	<ul style="list-style-type: none"> May 2012 June 2012 July 2012 May 2012 	Anne McGuirk, GCS Director of Professional Development TBD, GCS Director of Teacher Development Julia Callaway, GSAA School Principal

Blended Learning	<ul style="list-style-type: none"> • Selection of the appropriate blended learning model • Development of an integrated online system and data dashboard. • Review and selection of digital content • Completing blended learning training program. 	<ul style="list-style-type: none"> • March 2012 • May 2012 • May 2012 • July 2012 	<p>Yetta Lewis, GCS Chief Academic Officer</p> <p>Julia Callaway, GSAA Principal</p> <p>Cole Conrad, GCS Director of Technology</p> <p>Education Elements, Blended Learning Consultants</p>
Community Partnerships	<ul style="list-style-type: none"> • Identification of community assets • Securing community partnerships • Developing a community service plan 	<ul style="list-style-type: none"> • October 2011 • December 2011 • May 2012 	<p>Derwin Sisnett, GCS Chief Executive Officer</p> <p>Julia Callaway, GSAA Principal</p>
Student Recruitment and Orientation	<ul style="list-style-type: none"> • Forming partnership with elementary feeder schools • Provide ongoing informational meetings for the community • Offer open enrollment events for the North Memphis community 	<ul style="list-style-type: none"> • February 2012 • March- April 2012 • March- April 2012 	<p>Julia Callaway, GSAA Principal</p> <p>Anne McGuirk, Director of Professional Development</p>
Facilities	<ul style="list-style-type: none"> • Selection of facilities • Renovation of facilities • Safe and Environmental Testing and Planning • Securing a facilities agreement with MCS • Obtaining furniture 	<ul style="list-style-type: none"> • February 2012 • April- June 2012 • June 2012 	<p>Tiena Gwin, GCS Director of Community Development</p>
Parent Academy	<ul style="list-style-type: none"> • Parent Academy Summer Orientation • Ongoing Parent Academy workshop • Formation of Parent Advisory Group 	<ul style="list-style-type: none"> • July 2012 • Year Long • August 2012 	<p>Julia Callaway, GSAA Principal</p>

Restart Pre-Implementation Activities

Please note: The activity categories listed below are not an exhaustive or required list. Rather, they illustrate possible activities that the LEA may list, depending on the needs of the school.

Pre-Implementation Activities:

Staffing

GSAA approach to human capital is to recruit faculty who naturally think creatively, have integrity and tenacity, and want to make a connection with scholar's families and community. Team members will know that the community development work will allow them to have more success with scholars as more scholars will be able to focus on learning more if the community can better meet their family's needs. Most of all, team members at GSAA will hold scholars accountable and will also be held accountable: "100% Accountability". This means that whether the team member is a business manager or teaches mathematics, expectations must be delivered and quality service must be offered to the scholars. The scholars will offer all of their time in pursuit of their academic goals in the longer school day and year; and in return, the GSAA staff will also be just as committed by being prepared and finding creative ways to meet scholar needs.

Staff Model

The appointment of school principal, Julia Callaway occurred in Fall 2011. Mrs. Callaway has the following teams within the Gordon Science and Arts Academy:

- **Leadership Team**, which consist of the school principal, Dean of Scholar Development, Parent and Community Liaison, and Dean of Curriculum.
- **Operations Team, which** consist of office secretary, school operations manager, and maintenance manager.
- **Core Instructional Team, which** consist of the following teachers: science, mathematics, reading, writing, social studies, STEM, art, and music.
- **Instructional Support Team**, which consist of special educator, special education assistant, school counselor, social worker, psychologist, speech pathologist and school nurse.

Staff members are recruited through postings on national education sites such as

In a list format, provide a description of how the LEA will use federal FY 2010 SIG funds in its newly identified SIG schools. Include the cost for each activity. Items in this section must be included in the Budget/Budget Justifications.

In a list format, provide a brief description of each pre-implementation activity. Each activity must support a TSIPP goal and action step and must be included in the school's budget and budget justification

Edweek, the National Public Charter Alliance, and the Tennessee Charter School Incubator. Staff members go through a comprehensive interview process. This process includes phone/Skype interview, in-person panel interview, and model lessons for all instructional positions. The recruitment, interviewing, and hiring process is supported by AppiTrack, an online human resource system.

Curriculum and Instructional Resources

All curriculum resources will be aligned to the Tennessee state standards, Common Core standards, and ACT readiness standards. In addition, formative assessments will be developed for all subject areas through the Pearson online system. These assessments will be implemented quarterly. Moreover, core curriculum will be supported by online digital content. This online system will provide individualized student instructional plans for school-wide intervention. While textbooks and novels will be used periodically, all content will be delivered online. As a result, all GSAA scholars will have one-to-one computer access.

The root of the GSAA academic design is to utilize the full day to present challenging content in many subjects while also providing enrichment subjects. GSAA teaches English Language Arts and mathematics for full mastery, but it also makes the time for many other subjects such as logic, the media, STEM, fine arts, etc. At GSAA, observers will not find long instructional scheduling blocks focused on just a few topics; instead, the classes are scheduled to use all instructional time in the day and move through content in a variety of classes each day. This offers scholars more opportunities to be motivated and more time to apply their learning immediately. With this type of schedule, there is no “slack time” at the GSAA day.

GSAA’s project-based learning is infused with technology, as scholars demonstrate higher order thinking skills. An example of a project may be a basic trigonometry lesson tied to the project of developing rockets to launch as the real life application. Another example may be a pre-algebra lesson tied to a project that allows scholars to show their mastery of Excel formulas. Projects are created for target audiences, include multiple learning standards, and scholars demonstrate mastery in completing them. Technology is not a subject at GSAA, it is a method of doing all work and so it is weaved into all subjects.

Curriculum Resources Include:

- Digital Curriculum- Compass Learning, Apex, Achieve3000, My Access, ST Mathematics, Project-Lead The Way, and Quia
- Blended Learning System- Data Dashboard, Integrated Technology Platform
- Textbooks and Novels- Trade books and novels are provided according to students lexile levels for reading comprehension
- Technology – Scholars and staff will be provided MacBook computer with iWorks, MS Office, and host of instructional software.
- Curriculum Maps- Each subject is provided curriculum maps, which cover the weekly scope and sequence of all core standards.
- Assessments- Teachers will have access to an assessment database and online tools such as Mastery Connect and Pearson.

Professional Development

The professional development plan focuses on teacher and leadership development.

The professional development plan has the following components:

- **Leadership Development Program**, which will provide professional development opportunities to grow school leaders and teacher leaders.
- **Teacher Development Program**, which will provide intensive summer seminar, ongoing monthly professional development, and online differentiated courses.
- **Online Teacher Resources Center**, this center will provide lesson plan resources, videos of best practices in instructional delivery, templates for project-based learning, and online course offerings.

Below is an example of the teacher professional development program.

Objectives:

- Provide consistency in school culture
- Strengthen planning and academic rigor
- Provide ongoing strategies for mathematics intervention.
- Offer strategies for reading comprehension and literacy across the curriculum
- Implement backward mapping for curriculum planning

3-Week Summer Seminar

- New Teachers Orientation- Week 1
- All Staff – Week 2

Monthly Professional Development and PLC schedule

- 1st Wednesdays of the Month- Middle School Faculty Professional Development
- Once per month subject-area PLC
- Once per month grade-level PLC
- Individual data meeting after each formative assessment
- New Teachers meet once per month with Teach Like A Champion Faculty Book Club
- Veteran Teachers Book Club includes Disrupting the Classroom

4 -Half Day Professional Development

- October- Data Driven Instruction and Intervention
- November – School Positive Behavior Response
- December – Building Academic Rigor
- January- Faculty Retreat and Reflection on Climate & Culture Surveys
- February- Re-Teaching to Gain Mastery

Parent Academy

GSAA will have a Parent/Community Liaison who will design a plan to support parent engagement. The plan will consist of the following elements:

- Parent Summer Orientation- Parents will receive a 1-day orientation to the GSAA culture and curriculum.
- Parent Academy- Literacy and Math workshops- Parents will have an opportunity to attend learning academies focusing on literacy and mathematic skills for homework support.
- Parent Academy- Understanding Adolescents workshop- Parents will receive strategies to working with their adolescents and teens.
- Parent Academy- Student Performance Data- Parents will have be provided training on how to read assessment reports, state TCAP reports, and intervention plans.

Community Engagement

In addition to engaging parents, GSAA will host many opportunities to engage organizations in the community. This community engagement will also include

<p>community service events such as the Let’s Move Memphis 5K race, Clean-Up Memphis Weekend, Mid-South Can Food Drive, and Coats for Kids program. Moreover, through GSAA partnerships with Dixon Art Gallery, Bridges, and Memphis Grizzlies Mentoring program, scholars will be exposed to educational experiences beyond the classroom.</p>	
<p>Professional Development:</p> <p>Ongoing professional development, including job-embedded training designed to build capacity and support staff, is an integral part of successful school reform. While no specific amount of SIG funds are required for professional development, plans for professional development to be provided through SIG must be included in TSIPP Component 4 (goals, actions steps, and implementation plans). This includes literacy and mathematics training for the staff unless the school demonstrates proficiency in this area.</p> <p>Who in the LEA will ensure implementation of professional development plans with SIG funds? <input data-bbox="1352 639 1425 675" type="text"/></p> <p>Provide this school’s PD plan including topics and projected dates. <input data-bbox="1012 711 1085 747" type="text"/></p>	

Gordon Science and Arts Academy Middle School

TSIPP

815 Breedlove Street

Memphis, TN 38107

Restart Model for Humes Middle School

Component Four

Action Plan Development

Component 4 – Action Plan Development

TEMPLATE 4.1: Goals (Based on the prioritized goal targets developed in Component 1.)

Describe your goal and identify which need(s) it addresses. The findings in Component 1 should drive the goal statements. How does this goal connect to your system's five year or systemwide plan?

(Rubric Indicator 4.1)

TEMPLATE 4.2: Action Steps (Based on the challenges/next steps identified in Component 3 which focus on curricular, instructional, assessment and organizational practices.)

Descriptively list the action you plan to take to ensure that you will be able to progress toward your prioritized goal targets. The action steps are strategies and interventions, and should be based on scientifically based research where possible. Professional Development, Parent/Community Involvement, Technology and Communication strategies are to be included within the action steps of each goal statement.

(Rubric Indicator 4.2)

TEMPLATE 4.3: Implementation Plan

For each of the Action Steps you list, give the timeline for the step, the person(s) responsible for the step, the projected cost(s), funding sources and the evaluation strategy.

(Rubric Indicator 4.3)

GOAL 1 – Action Plan Development							
Template 4.1 – (Rubric Indicator 4.1 DATE: April 11, 2012)							
Section A –Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)							
Goal		To increase the performance of ALL former Humes Middle School students by 10% from 23% to 33% or above in Reading/Language Arts on the 2013 TCAP.					
Which need(s) does this Goal address?		To improve reading comprehension, vocabulary development, writing, and grammar for all students.					
How is this Goal linked to the system’s Five-Year Plan?		The goal is directly link to the overall goal of the Achievement School District, which is to move the former Humes Middle School from the bottom 5% to the top 25% performance within 5 years.					
ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)		IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)					
Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and <i>include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.</i>		Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)					
		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step	All teachers will participate in a summer seminar focusing on reading across all content areas.	July 2012	Dean of Instruction	Consultant from Pearson	\$3,000	Survey of teachers Observation of instructional strategies	To integrate literacy skills across the content areas.
Action Step	All reading, writing, and special educators will participate in workshop on best practices for inclusion and	July 2012	Dean of Instruction	University of Memphis	\$2,500	Observation of instructional practices of	To increase SWD subgroup performance in

	accommodations for SWD in a literacy framework.					teachers	literacy.
Action Step	All reading, writing, and special educators will be trained on the blended learning rotational model in a literacy class.	July 2012 October 2012 January 2013	School Principal	Education Elements	\$10,000	Lesson Plans Observation of instructional practices of teachers	To improve differentiation and small group instruction in literacy.
Action Step	Provide benchmark assessments in reading to all GSAA students. The benchmark testing includes pre/post assessment and four formative assessments throughout the year.	August 2012 September 2012 January 2013 March 2013 May 2013	GCS CAO School Counselor School Principal	NWEA MAP Pearson ANet	\$20,000	Assessment Reports	To improve overall reading performance.
Action Step	Provide reading intervention for all Tier II and III students throughout the year. The intervention will take place during school, afterschool, and on Saturdays.	Ongoing	Reading Intervention Specialists Dean of Students	Reading Intervention Specialists Instructional Materials – TCAP Coach Digital Adaptive	\$75,000	Assessment Reports Progress Reports Report Cards	To improve overall reading performance.

				online curriculum Study Island			
Action Step	Provide at least 12 high- interest, exile- based novels for each student.	Ongoing	Reading Teachers	Leveled Readers	\$18,000	Benchmark assessments such as NWEA MAP	To improve overall reading performance.

GOAL 2 – Action Plan Development							
Template 4.1 – (Rubric Indicator 4.1)				April 11, 2012			
Section A –Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)							
Goal		To increase the performance of ALL former Humes Middle School students by 10% from 13% to 23% or above in Reading/Language Arts on the 2013 TCAP.					
Which need(s) does this Goal address?		To improve mathematical processes, computation, problem-solving, algebra, geometry, and probability skills for all students.					
How is this Goal linked to the system’s Five-Year Plan?		The goal is directly link to the overall goal of the Achievement School District, which is to move the former Humes Middle School from the bottom 5% to the top 25% performance within 5 years.					
ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)		IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)					
Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and <i>include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.</i>		Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)					
		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step	Integrate STEM strategies and curriculum in the mathematics/science instructional framework by providing daily STEM instruction.	Ongoing	STEM Teacher	Project Lead the Way Training Project Lead the Way Curriculum	\$45,000	Assessments and Projects embedded in the curriculum	To improve problem-solving and mathematic processes.

Action Step	The mathematics teacher, STEM teacher and special educators will participate in workshop on best practices for inclusion and accommodations for SWD in mathematics.	July 2012	Dean of Instruction	University of Memphis	\$2,500	Observation of instructional practices of teachers	To increase SWD subgroup performance in numeracy.
Action Step	All mathematics and special educators will be trained on the blended learning rotational model in a mathematic class.	July 2012 October 2012 January 2013	School Principal	Education Elements	\$10,000	Lesson Plans Observation of instructional practices of teachers	To improve differentiation and small group instruction in mathematics
Action Step	Provide benchmark assessments in mathematics to all GSAA students. The benchmark testing includes pre/post assessment and four formative assessments throughout the year.	August 2012 September 2012 January 2013 March 2013 May 2013	GCS CAO School Counselor School Principal	NWEA MAP Pearson ANet	\$20,000	Assessment Reports	To improve overall mathematics performance.
Action Step	Provide mathematics intervention for all Tier II and III students throughout the year. The invention will take place during school, afterschool, and on Saturdays.	Ongoing	Mathematics Intervention Specialists Dean of	Mathematics Intervention Specialists Instructional Materials –	\$75,000	Formative Assessment Reports Weekly Assessments	To improve overall mathematics performance.

			Students	TCAP Coach Digital Adaptive online curriculum Study Island		Progress Reports Report Cards	
Action Step	To provide mathematics teachers with manipulatives and training to reinforce mathematics concepts.	Ongoing	Math	Everyday Math Algebra Readiness Kits Gizmos	\$15,000	Benchmark assessments such as NWEA MAP	To improve overall mathematic performance.

GOAL 3 – Action Plan Development							
Template 4.1 – (Rubric Indicator 4.1) _____						Revised DATE:	
Section A –Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)							
Goal		To improve attendance by reaching attendance rate of 93% or higher attendance rate.					
Which need(s) does this Goal address?		The increase of attendance rate will enhance efforts to move students academically.					
How is this Goal linked to the system’s Five-Year Plan?		The goal is directly link to the overall goal of the Achievement School District, which is to move the former Humes Middle School from the bottom 5% to the top 25% performance within 5 years.					
ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)		IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)					
Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and <i>include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.</i>		Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)					
		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step	GSAA will communicate attendance goals and monthly attendance performance to all stakeholders.	Ongoing	Principal Counselor Dean of Students	Parent Data Meetings	\$1500	Attendance Reports Parent Surveys	To increase attendance rates.

Action Step	GSAA will meet with families of students who are chronically absent or tardy to develop attendance plans and provide school resources.	Monthly	Principal Counselor Parent Liaison Dean of Students			Attendance Reports	To increase attendance rates.
Action Step	GSAA will conduct periodic home visits to support and reinforce the attendance criteria	Quarterly	Parent Liaison Counselor Dean of Students				To increase attendance rates.
Action Step	GSAA will offer school-wide incentives for reaching attendance targets. Incentives will be aligned to class and student attendance rates.	According to Grading Periods	Dean of Students	Certificates and Student Incentives	\$1500	Attendance Reports	To increase attendance rates.

GOAL 4 – Action Plan Development							
Template 4.1 – (Rubric Indicator 4.1) _____						Revised DATE:	
Section A –Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)							
Goal		Increase parental involvement in school activities and student academics.					
Which need(s) does this Goal address?		To engage parents in the education process.					
How is this Goal linked to the system’s Five-Year Plan?		The goal is directly link to the overall goal of the Achievement School District, which is to move the former Humes Middle School from the bottom 5% to the top 25% performance within 5 years.					
ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)		IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)					
Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and <i>include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.</i>		Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)					
		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step	The school will administer a needs assessment survey to determine needs of the GSAA families.	August 2012	Counselor Parent Liaison	Paper and Online Survey Printing	\$800	Survey Results	To align school and community resources to meet the needs of our families.

Action Step	GSAA will form a Parent Advisory Committee (PAC). This committee will provide feedback to the school's leadership team. The PAC will partner with the school and serve on various school improvement teams.	Monthly	Principal Deans Counselor Parent Liaison	Light Refreshments	\$1000	Survey and minutes	To align school and community resources to meet the needs of our families.
Action Step	GSAA will offer a Parent Academy. The Parent Academy will provide customized workshops for the GSAA families. Starting with summer orientation parents will have access to workshops, which meet their academic, social and emotional needs.	Monthly	Principal Deans Counselor Parent Liaison Community Agencies	Light Refreshments	\$1000	Survey and increase participation	To align school and community resources to meet the needs of our families.
Action Step	GSAA will hire a Parent and Community Liaison. The liaison will align school and community resources to our parents needs. He/she will meet with families and develop a plan for success.	ongoing	Principal Deans Counselor Parent Liaison Community Agencies		\$45,000	Survey and increase participation	To align school and community resources to meet the needs of our families.
Action Step	GSAA parents are required to participate in a Parent Data meeting twice per year.	October 2012 February	Principal Deans	Light Refreshments Student	\$1000 \$2,500	Assessment Data Report Cards	To inform parents of students academic and behavioral

		2012	Counselor Parent Liaison	Report Folders		Behavior Reports Attendance Reports	performance.
Action Step	GSAA has formed community partnerships with local agencies such as the Grizzlies Mentoring program, Salvation Army, BRIDGES, and other social service groups to provide resources for our families.	Ongoing	Counselor Parent Liaison				To align school and community resources to meet the needs of our families.